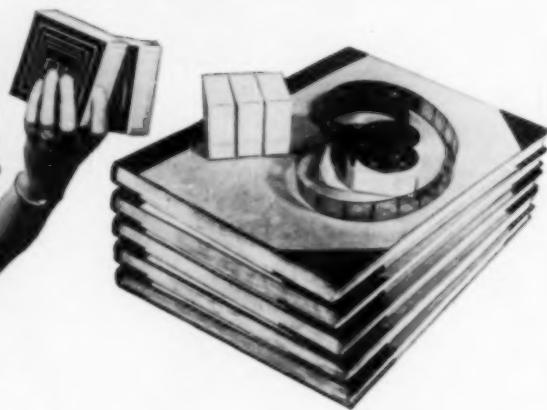


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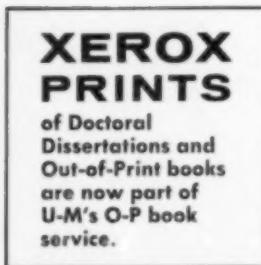
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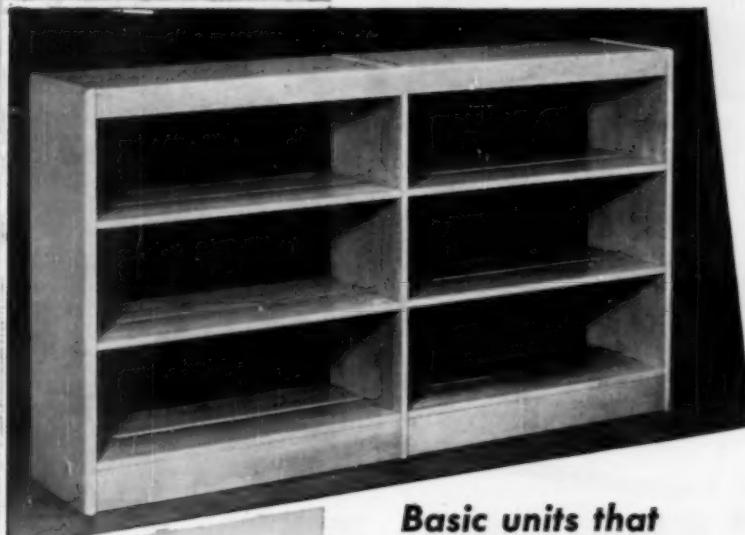
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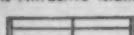
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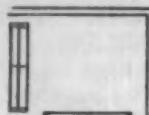
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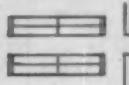
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Volume 19

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By KATHRINE O. MURRA

"Futures" in International Meetings

MINING INFORMATION about forthcoming international meetings is one of the most challenging specialized assignments that can be given a library or information service. It is challenging because even the dimensions of the field are obscure, fully adequate service has not yet been provided, and the development of procedures is in an elementary stage.

These generalizations are based on nearly five years of work on the problem in the International Organizations Section of the General Reference and Bibliography Division of the Library of Congress (GR&B IO for short). In that time the number of multilateral meetings held has greatly increased. Unfortunately for neat statistical reporting, no one is known to have ascertained the total number of meetings held. The section has identified and recorded in its files 3,249 for 1957 and 2,377 through April 28 this year for 1958. It already lists 342 for 1959.

These totals include some national meetings, both foreign and United States, with international participation. Proportion of increase cannot be determined from the section's files because all increases noted (1,008 in 1953 compared with 1957, for example) also indicates more man hours spent in discovering information. Preliminary sorties into subjects not now systematically covered by the section's one and one-third researchers, show that the records in the files are far from complete. This experience, plus that of others, suggests that there are in the neighborhood of five

thousand international meetings annually and that the number is increasing from year to year.

The aim of the International Organizations Section in supplying information about international meetings is to have it available at least four months in advance of the convening of the meeting. At present, the information is used primarily by the United States government (including the Library of Congress, itself, for acquisitions work) and by the occasional reader directed to the section when obvious sources fail to produce the data required. Special effort is given to identifying international non-governmental meetings.

The chief category of sources of information is a motley but indispensable assortment of weekly, monthly, quarterly, annual, and occasional calendars in all languages. Of these, twenty form the hard core for the section's cumulative record.

For accuracy and comprehensiveness within a specified scope the *List of International and Foreign Scientific and Technical Meetings* published quarterly by the National Science Foundation is excellent. It is more nearly complete for its fields than any other list now published.

The Union of International Associations, of interest to librarians and documentalists for its founders, La Fontaine and Otlet, publishes a monthly magazine, *International Associations*.¹ A feature of this publication is the bilingual list of forthcoming international meetings of all kinds. This list is supplement-

Mrs. Murra is Head, International Organizations Unit, Library of Congress.

¹ "Short History of the Union of International Associations," *Union of International Associations, Monthly Bulletin* (Jan. 1949), 5-6.

ed monthly by a mimeographed list giving additions, corrections, and new meetings. This can be subscribed to in addition to the magazine.

Another list which is diversified in subject coverage is the *List of International Conferences and Meetings* published quarterly by the United States Department of State. Still a fourth is *World Convention Dates*, a monthly commercially published in Hempstead, New York. It is extensive but the arrangement by place makes it difficult to check against a chronological file which is the screening file used in the International Organizations Section. The annual listing is the most useful issue.

A fifth general calendar is the Pan American Union's quarterly, *Forthcoming Inter-American Conferences and Meetings*.

A less extensive but important general calendar is found in the *Unesco Chronicle* published monthly by the United Nations Educational, Scientific and Cultural Organization in Paris.

Two periodicals listing international fairs are very useful and regularly checked, *Fièvre e Mostre* (Milan) and *Les Foires Internationales* (Brussels). The former is monthly, the latter bimonthly. Of course the Office of International Trade Fairs of the Department of Commerce remains the chief source of information in this field.

Six other calendars, all in the field of science, are also checked. These are: *Conferences and Meetings*, a monthly list issued by the Canadian National Research Council; *Forthcoming International Scientific and Technical Conferences*, a publication of the British Department of Scientific and Industrial Research; the *Quarterly Bulletin of Information* published by the International Council of Scientific Unions; *La Ricerca Scientifica*, the monthly journal of the Italian National Research Council, which contains an important calendar;

the calendar in *Science*, the weekly journal of the American Association for the Advancement of Science; and *Scientific Meetings*, the new quarterly calendar of the Special Libraries Association.

The section also checks four medical calendars. These are: *Forthcoming Medical Conferences* prepared quarterly by the British Medical Association; the calendar in the weekly *Journal of the American Medical Association* (Chicago); *Presse Medicale* (Paris, 96 numbers per year) with the most extensive calendar in one of the February issues each year and additional meeting information in most every number; and the *Quarterly Bulletin* of the Council for International Organizations of Medical Sciences (Paris).

Two chemical journals with particularly useful calendars are *Chemiker-Zeitung* (Heidelberg) and *Chemisch Weekblad* (The Hague). New information in all of these calendars is added to the cumulative dictionary catalog of meetings maintained by the section.

Beyond this basic core is an indeterminate number of calendars appearing in scholarly journals, official bulletins of societies, trade magazines, etc., etc. If the sponsoring organization of a meeting is known or if the meeting held by a specific body is wanted, an appropriate periodical can usually be identified for searching, even though the effort may prove unrewarding. However, if the aim is to collect information about all kinds of international meetings, locating and scanning these miniature calendars is not worthwhile.

Calendars, including the core group listed above, duplicate each other to a considerable extent.³ Yet taken together they do not reveal all the international meetings scheduled. Add this to the time-consuming job of finding which journals of the thousands of possibilities carry

³ Kathrine Oliver Murra, "Organization and Service of Information About International Meetings," *Union of International Associations, Monthly Bulletin* (May 1953), 211-16.

calendars and in which issues, and futility is compounded.

The decisive determinant in eschewing "little calendars," however, is that most inquirers want more information than a calendar usually gives. Knowing the name, place, date, and address of the organizing committee is, of course, basic. But it does not necessarily assure access to the program, the names of participants, preliminary papers, etc.

It will be found that the section checks calendars, some in the core group of twenty, which have also been used in the preparation of the National Science Foundation's *List* . . . This seeming duplication is actually evidence of the time factor involved in the GR&B IO operation. By checking these calendars when received and not waiting to receive the *NSF List* . . . many days are saved in sending out letters for pre-conference literature.

In addition the National Science Foundation provides us with a carbon copy of each letter it sends for meeting information. New addresses are often obtained in this way. Also, much of the necessary lag is shortened between the time their calendar goes to the printer and the time the section receives a copy.

In an examination of 239 meetings in the fields of science and technology to be held from May to December, 1958, it was found that the first notice of nearly one-third of the meetings had been found in sources other than calendars. "Notes and news" or similarly titled sections in a wide variety of periodicals frequently carry announcements of forthcoming meetings. Generally such information is not indexed anywhere at the time the journal is published. The publication's own annual index may reveal the contents of these departments but is obviously of no use in obtaining preliminary information unless the meeting is announced several years in advance of convening.

Often information in a periodical about a future meeting will give much more information than most calendars. Sometimes the entire program is published in this source. Therefore, working the rich ore of periodical literature, costly and taxing as it is, is very rewarding in terms of information obtained.

Not only does this source provide first, and sometimes complete, advance data on a meeting, but it is a necessary supplement to information already found in calendars. The uninitiated, examining calendars, frequently say "Oh you just need to get on a mailing list" to get the rest of the information wanted. The experienced acquisitions librarian will have no illusions about the automatic functioning of mailing lists. To remain on a mailing list rewardingly requires eternal vigilance, clairvoyant propensities, and a modicum of genius.

But the International Organizations Section tries. When an address for a meeting is found, be it in calendar, journal, or from any other source, a special form letter is initiated in the section and sent out by the library's exchange and gift division where a supporting international organizations unit has been set up for this purpose and for other acquisition in this field.

Sometimes as many as four letters are sent about one meeting. In such cases, letters number two, three, and four are written for the particular recipient and circumstance by GR&B IO. At the same time useful supplemental sources are being sought in the hope that if no response to the letters comes prior to the convening date some substantial information can be supplied. Frequently the search may yield a different address which in turn may bring a program or even a third address to write to.

At the present time one researcher in the section has identified 335 periodicals from the library's current receipts of thousands of titles which have provided information about meetings in the field

of science and technology. These are in languages using the Roman alphabet. Only forty-eight of this number are publications of international organizations. One hundred and sixty are society or association publications in various countries. Some of the best sources for international meetings are journals of national learned societies.

Identifying these 335 titles required a continuous screening process on the part of one person for more than a year and a half. Unfortunately for the stabilizing of the research process in this area, next year these periodicals may not have information about meetings subsequent to those noted in them this year. Even the official journals of international organizations are not consistent in the attention given to their own meetings. Thus the screening process must continue. New or newly found titles may be more useful than those now used. The latter will then be discarded.

Only a small amount of time can presently be given to this kind of operation for other subjects. But, as was mentioned earlier, it gives promise of yielding a great deal of information new to the section. One point seems clear: A large diversified periodical collection is necessary—the larger the better.

When a title for this article was being considered, "Documentation Service for International Meetings" seemed a possibility. However, it was discarded as giving an erroneous impression that the International Organizations Section was created to conduct an experiment in documentation within a research library. On the contrary, it was set up to give service in a difficult field where there was no service.

It is necessary to state this categorically here because in the ensuing account of the acquisitions and processing procedures the documentation characteristics of the work are obvious.

There is no doubt that much has been learned about the problems of conducting a documentation service within a large library. However, this is the increment from pursuit of efficient service for information on forthcoming meetings. It should also be remembered that "future" meetings have a built-in deadline. When the opening gavel strikes not only is the meeting no longer future, but pre-conference publications are anachronistic.

Some of the more interesting facets of recording, obtaining, and processing the information gathered will be sketched. To do so clearly requires first a brief description of the system used.

Meeting information is typed on a perforated four-section fanfold of 25 per cent rag paper. The ribbon copy becomes the main entry. Others are used for subject headings, for a chronological heading, for initiating a letter of solicitation in the Exchange and Gift Division. Often more than one "quad" is typed for the same meeting to provide extra 3 x 5 slips for subject headings and added entries. A copy of the record of a meeting for which special requests have been made goes into a suspense file. This enables periodic review and follow-up.

Catalogers may be interested to know how an entry is determined when there is no publication to describe. An entry is developed (in English if possible) from the citation found first, plus any entries for it already in the section's catalog; plus cataloging entries for meetings in the same series previously held and entered in the library's catalogs. *ALA Rules of Entry* are followed as far as they go and when they apply to the section's catalog. The *Rules* state the consensus here most adequately when they say: "No definite decision as to the final best form of entry can be made until a considerable body of material has been assembled. *In the meanwhile, references must be relied upon*

to make the entries readily available."¹⁸ GR&B IO cannot search extensively or wait to arrive at a best entry. A usable entry with necessary cross-references and added entries must be in the catalog within twenty-four hours of noting the meeting. An effort is made to adhere to established practices of the library so that the catalog under a given entry will be hospitable to cataloged proceedings and other documents, records of which may come from the library in due season. As letters from the sponsoring body or organizing committee come in, the name of the meeting is edited accordingly. However, the information at hand is the real crux of the matter. That must be used effectively.

Much of the present know-how for recording information has come through trial and error. As such entries as the following increase, it is obvious that a more manageable and approachable entry is required:

United Nations Educational, Scientific, and Cultural organization. International Advisory Committee for Humid Tropics Research. *Symposium on Ecological Studies of Tropical Vegetation in Relation to Soils in Abidjan*. [place, month, and days not yet announced] 1959.

The entry is now made under *Symposium* . . . with appropriate added entries. Retrieval is particularly critical because there is an arrearage in making subject headings for the meetings. Therefore, considerable thought must be given to other approaches to the main entry in lieu of a subject.

Without going much deeper into the problems of preparing the record, it perhaps should be mentioned that it is often far more difficult to assign subject headings to the name of a meeting than to set up the name itself from a calendar or other preliminary announcement.

With the record of a meeting in hand,

¹⁸ American Library Association, Division of Cataloging and Classification, *ALA Cataloging Rules for Author and Title Entries*, (2d ed.; Chicago: ALA, 1949), p. 133.

plus an address, what are the problems of acquiring preliminary materials? The undependability of mailing lists has been mentioned in this connection. More striking, however, is the contrast between acquisitions and processing of material for forthcoming international meetings and for the library itself.

Materials needed to provide information about future international meetings are roughly of four kinds: A small group of conventional-type reference works, a large current serial collection including official documents, a large body of ephemeral materials, and correspondence. The primary work, perhaps, in the first group is the *Yearbook of International Organizations*. Supporting this are a variety of directories, treatises, histories, bibliographies, and other materials illuminating international organizations and meetings of all kinds. Little of this pinpoints specific forthcoming meetings but is of assistance in discovering current sources.

The contribution of current periodicals was alluded to earlier. The tremendous collection of the Library of Congress is an unparalleled boon to such an operation as the section has undertaken. Yet at times it appeared to be a will-o'-the-wisp beckoning the searcher with delectable but out-of-date issues. These gave promise of having just the data needed if the latest issue were at hand.

The problem of keeping entirely current for 90,000 titles is tremendous. The urgency for specific (and not always important) ones on the part of a small section in a huge library was not easy to transmit rewardingly. Many details both of acquisitions and processing had to be adjusted and that has understandably been a slow process.

At some points periodicals required for effective service on international meetings merge this category of materials with the ephemeral materials which distinguish the reference collection.

Many normally would not be acquired by the library under any circumstances. Some which have been received in the past have been discarded or only a sample retained. The acquisitions problem for the section then is a matter of justifying the requests and fully informing the proper officers and their staffs to insure acquisition and retention, once the piece is received. Few of such periodicals will, or perhaps should, be retained permanently in the library's collections even though they are held for a few years for use of the section.

As for the other ephemera they consist of announcements, circulars, preliminary and final separately-issued programs, pre-prints and abstracts of papers, etc. The acquisition and processing of these materials created difficulty because librarians, after years of conditioning, come to consider such paper little more than "junk."

The danger of losing these frequently unprepossessing, but uniquely valuable, pieces of paper in the flood of publications that moves through the library's processing routines was enormous. So much so, that a special arrangement was permitted whereby solicitations for the section sent by the Exchange and Gift Division carried the address of the section. Responses thus come directly to the section unopened.

Until this seemingly slight change in procedure was approved, it was uncertain whether a reference service for future meetings could be given by the library. The very size of the library seemed to militate against it. Inherently a huge library is not geared to sustained reference service with inflexible deadlines, which is what an information service for future meetings requires.

To insure receipt of any publications of relevance to this work entering the library through the exchange and gift division, one person from GR&B IO examines the week's intake. Processing

directions are inserted in publications wanted by the section. When the selection officer of the library has reviewed the pieces from the standpoint of the library's permanent collections they are ready either to be hand carried directly to the section without further processing or hand carried through the processing routine prescribed. Since relatively few pieces are involved, the small amount of time required to do this is well spent.

The fourth category of reference material is the correspondence which results from writing the organizing committees and others for information. Not infrequently a chairman or secretary will type out what, to our knowledge, may be the first outline of a forthcoming meeting to appear. Sometimes it will be a list of participants and the titles of their papers.

So valuable is this correspondence for reference work that it is filed in the pamphlet collection with the other ephemeral material in folders, headed with the name of the meeting or the organizing body as circumstances dictate. More and more of these folders contain material which constitutes a fair organizational picture of the development of a meeting.

Whither reference service for future international meetings? It is conceivable, but seemingly improbable for another decade at least, that a service in this field will be required by many libraries or information centers. For the use of the government, it appears that the need for such service will increase. This is not just because the number of meetings is increasing but because more agencies of government are concerned with international meetings. Although a special library or documentation service is required, it is, nevertheless, essential that the service have unrestricted access to all the facilities of a great research library.

By LLOYD W. GRIFFIN and JACK A. CLARKE

Orientation and Instruction of the Graduate Student by University Libraries: A Survey

WITH THE GROWTH in size and complexity of university libraries and the expansion of graduate schools, the necessity for some sort of instruction in library use for the graduate student has become a matter of special concern to many librarians. Experience has shown that the traditional indoctrination of undergraduates by the English department or by the library staff is not an adequate preparation for the more intensive use of the library's collections which is expected of the advanced student. The policy of limited cataloging and classification of research materials forced on libraries by mounting backlogs and rising costs probably has assumed a degree of bibliographical knowledge on the part of readers which many of them do not have. Moreover, certain types of materials such as international documents and micro-texts require special instruction or experience if they are to be located and used efficiently. Simpler than these causes of the labyrinthine complexity of larger research libraries but equally puzzling to incoming graduate students from other institutions—or, for that matter, to "native" graduates attempting original scholarship for the first time—are the local variations in a large library system, which need to be announced and explained.

Mr. Griffin is Assistant Librarian in Charge of Humanities Reference, and Mr. Clarke is Assistant Librarian in Charge of Social Studies Reference, University of Wisconsin Memorial Library.

In an attempt to discover how the twenty-odd larger university libraries¹ are approaching the problem, the authors compiled a questionnaire consisting of four questions, and a covering letter which invited comments on local policies and procedures. The response was gratifying: all but one library returned the postcard and many wrote detailed letters as well. In the first place, we wanted to ascertain whether libraries accepted any responsibility for the bibliographic instruction of entering graduate students. Twenty out of twenty-four libraries replied that they did not assume any formal responsibility, and several librarians remarked that they preferred an informal and flexible program of instruction conducted by members of the library staff. In their comments on this question, a number of librarians stated that it was the responsibility of the teaching staff to offer such instruction as they thought necessary, and one librarian asserted that a systematic program would require a substantial outlay. Significantly, some of the libraries where very little is now being done indicated that they were seriously reconsidering their stand.

We also inquired whether courses in reference methods or in the use of the library were offered by the staff, and if these courses were given for credit. Only one library offered such a course for credit, although several others have done

¹ Libraries participating in the survey were California, Columbia, Cornell, Duke, Harvard, Illinois, Indiana, Kansas, Kentucky, Michigan, Michigan State, Minnesota, North Carolina, Northwestern, Oregon, Pennsylvania, Princeton, Stanford, Texas, UCLA, Washington, Western Reserve, Wisconsin, and Yale.

so in the past. Three libraries reported courses taught by faculty members which were open to students of allied instructional departments. Two libraries replied that they had looked into the possibility of offering formal bibliographic instruction to graduate students but had decided for various reasons that they could not then do anything. The most important reasons given were lack of staff and time for the preparation and administration of courses at the graduate level, and the diversity of subject matter and methodology involved. Two additional libraries reported courses in bibliography and research techniques which had been discontinued because of "scheduling complexity" and lack of response.

The remaining questions dealt with instructional lectures and library tours for graduate students. In the matter of lectures, sixteen libraries replied that members of their staff—primarily reference librarians—conducted them, while two libraries indicated that members of the teaching faculty assumed this responsibility. Indiana, Northwestern, Duke, California, Kentucky, Western Reserve checked the lecture question affirmatively. The following libraries gave further details: Michigan State arranged lectures if requested; Cornell, on request; North Carolina, when requested; Yale, "a few"; Texas, "one to three . . . given in beginning research courses"; Kansas, when requested; Princeton, in American history and others in classes by specialist librarians in charge of special collections, in conjunction with the faculty; UCLA, upon request; Minnesota, "occasionally"; Columbia, orientation lectures in seminars; Oregon, when requested; and Wisconsin, a series of general lectures in bibliography and use of the library in the fields of humanities and social studies, plus specialized lectures in seminars and branch libraries.

A number of replies from libraries which do not offer formal lectures

stressed the value of informal bibliographic conferences with individuals by reference librarians who teach by conversation and example. This, of course, is done at all research libraries and is one of the bases of library service to the scholar and the general public as well.

Eleven libraries regularly offered tours for advanced students, but the remaining fourteen indicated that a special orientation program was not needed. One respondent noted that voluntary tours usually attract such a small attendance that they hardly make a dent in the problem of orientation. At the universities of Minnesota and Wisconsin, tours for foreign students, who are usually enrolled in the graduate school, were offered immediately preceding the fall quarter. Similar group tours for graduate students are arranged by the head of the circulation department at North Carolina at the beginning of each semester.

An analysis of comments and letters from responding librarians emphasized their concern with proper bibliographic indoctrination of graduate students, and, for some, their feeling of helplessness in the face of the situation. "This is a problem which we have discussed among ourselves from time to time," one librarian wrote, "but up to this point we have not made any real progress."

Most of the librarians canvassed considered that their most profitable means of orienting advanced students was through close cooperation with, and encouragement of, the faculty. But there was some disagreement as to whether the library or the teaching faculty should take the initiative. As one librarian put it, the library should offer bibliographic training for any course, graduate or undergraduate, for which a faculty member requests this type of service. At Columbia, however, the reference department takes the lead and

writes to members of the graduate faculties, emphasizing that the library staff is prepared to present orientation lectures to seminars covering such items as organization of the library, content and use of reference books, and the more important bibliographic sources in their particular subject field. The response to this program, the librarian writes, has grown each year since its inception.

Providing instruction for seminar groups by librarians who are subject specialists was frequently mentioned in the commenting letters. For example, at Princeton graduate students in American history are brought to the manuscripts room of the library for one afternoon each year as a part of their course, and the curator spends several hours pointing out to them the manuscript resources in their field. Similarly, at Oregon and Wisconsin the divisional librarians appear frequently before seminars to discuss problems of bibliography and methodology. At most universities, specialized courses in research methods and bibliography were offered by academic departments, professional schools, or branch librarians.² These courses, however, were often elective and failed to attract a significant percentage of advanced students.

In several instances, libraries have tried to supplement this specialized training with more general lectures open to all advanced students. Toward this end, the humanities and social studies librarians at Wisconsin offered two series of lectures—a total of six—for

entering graduate students, which because of crowded schedules and competition for students' time have been only moderately well attended. Certain faculty members have urged their graduate students to be present at these general library lectures and have given their wholehearted approval and support. Yet only a small percentage of students are exposed to the broad view of the library and its facilities, first, because of the pressures mentioned above, and, second, because they believe that they can acquire the necessary bibliographic knowledge in or along with their regular courses and seminars. This indifferent response to instructional lectures has been paralleled by the experience of the University of Minnesota.

Only one librarian put forth the tentative opinion that "students in the fifth year of university work ought to be able to use the library with reasonable facility," but immediately qualified that statement with the clause, "although I must confess that both faculty members and librarians often are disappointed when they discover what these students really know." Bibliographically speaking, what one ought to know, one often does not; nor, even, does a graduate degree automatically confer this knowledge. Librarians who have experienced the regular curricula of graduate study, up to and including the doctorate, before attending library school can testify to the narrow, limited field of specialized bibliography to which they had been exposed.

Other methods suggested by librarians were library manuals designed to answer the usual questions and other guides written specifically for graduate students or graduate students and faculty. A printed guide to the library was included in the registration envelope for all new graduate students at Harvard. Some universities, such as Stanford and Wisconsin, advocated sub-

² Many specialized courses in bibliography and methodology are required of advanced students by graduate faculties. These are conducted with more or less cooperation from the university library at many institutions, among them Minnesota (romance languages), Indiana (chemistry, education, business, speech), Columbia (various professional schools), Stanford (education, health education, biological sciences, chemistry, English, German, political science, psychology, history, medicine), Princeton (various academic departments), Illinois (chemistry, law, medicine, biology, maps, some departments such as English), Texas (various departments), Wisconsin (English, French, geography, German, history, agriculture, medicine), and so on. Undoubtedly, many seminars and graduate courses have substantial bibliographic content. This, however, is largely beyond the purview of the library.

ject guides for advanced students. For example, Purdue has recently compiled a list of references for students of sociology; Wisconsin has a pamphlet on educational research; and the Harvard guides to a number of subjects are well known. In connection with our instructional lectures at Wisconsin, we have prepared a checklist of representative reference titles, revised and brought up to date each year, which is offered to all graduate students.

To summarize, replies by card and letter to our questionnaire indicate that orientation and bibliographic instruction of entering graduate students is a problem of concern to all research libraries—and one for which no complete solution has been found. While all libraries expressed a willingness to help, the great majority disclaimed responsibility for bibliographic instruction of students at the graduate level.

Only two libraries conducted general courses in orientation, reference, and bibliography; and only one of these courses was taught by a member of the library staff. Many specialized courses in research methods and bibliography were given by faculty members, with or without library cooperation. The majority of libraries provided lectures—largely in specific subject areas—which were delivered before seminars and course groups upon faculty request. About half conducted graduate tours of the library.

Several factors militated against a formal program of orientation, bibliographic instruction, and research meth-

odology in the library: lack of staff, time, and funds for preparation and administration of courses and extensive lecture series on the graduate level, and the extreme variation in subject fields involved, which would make a uniformly effective orientation impossible. Perhaps most significant, however, was the complicated problem of scheduling library instruction among the welter of graduate courses and seminars, and the inability or unwillingness of graduate students to take time from their departmental curricula to participate in any kind of separate program sponsored by the library. Most of such attempts continue to be poorly attended or have been discontinued for lack of interest.

The best hope for orientation and instruction of graduate students by the library seems to lie in an even closer cooperation with the faculty. Librarians can take the initiative in offering to provide supplemental lectures and special instruction for established seminars and classes. An interested faculty could easily convince its graduate students of the value of personal appointments with the library's subject specialists and reference librarians to map out both specific and general programs of research and orientation. These contacts might be strengthened as well by the issuing of advanced library manuals and special subject bibliographies and guides. It appears, however, that only by working within the established pattern of scholarship and research can the library offer maximum service to its graduate community.

NOMINATIONS SOUGHT: Nominations are being sought for the 1959 Margaret Mann Citation. Librarians who have made a distinguished contribution to the profession through publication of significant professional literature, participation in professional cataloging associations, or valuable contributions to practice in individual libraries and who are members of the Cataloging and Classification Section of ALA are eligible. Nominations should be made not later than January 1 to the chairman of the section's Committee on Award of the Margaret Mann Citation, Dr. Maurice F. Tauber, School of Library Service, Columbia University, New York 27.

By KAROL MAICHEL

Polish National Bibliography

POLISH BIBLIOGRAPHY has a long history, going back to the seventeenth century. However, it is not the purpose of this article to examine the pioneer works in this field, but rather to discuss the most complete national bibliographies for different periods. Estreicher's monumental *Bibliografia Polska*, wherein he collated all earlier bibliographical material,¹ should be noted first.

*Bibliografia Polska*² began to be published in 1870 and today consists of thirty-four volumes listing material in Polish and about Poland published during the period 1455 to 1881, with four additional and separate volumes covering the period 1881 to 1900. Its founder, Karol Estreicher, published twenty-two volumes before his death in 1908. After his death, the work was carried on by his son Stanislaw, who published eleven more volumes, the last of which appeared in 1939. Stanislaw Estreicher's death in that year left Volume XXXIV, the volume covering the letter "Z," still unfinished, and it is being completed by Stanislaw's son and co-worker Karol. In 1951, the latter published the first part

of Volume XXXIV, covering "Z—Załuski." It was his father Stanislaw who also published, from 1906 to 1916, the four separate volumes covering 1881-1900.

Bibliografia Polska is divided into four parts. The first of these appeared from 1870-1882. It comprises Volumes I-VII. In Volumes I-V is listed, in alphabetical order, material published from 1800 to 1879. Volumes VI and VII contain additions to this list bringing it up to 1881.

The second part comprises Volumes VIII-XI, covering chronologically the period 1455-1889. Of these, Volume VIII covers the years 1455-1699, Volume IX the period 1700-1799 plus additions to Volumes VII and IX, Volume X the years 1800-1870 plus additions and corrections to Volumes VIII and X, and Volume XI the period 1871-1889 plus additions and corrections to Volumes VIII-XI.

The third part of *Bibliografia Polska* comprises Volumes XII-XXXIV. It lists material from the fifteenth through the eighteenth centuries, alphabetically arranged. Many of the volumes carry additions to the earlier volumes. An alphabetical index to these additions was published in 1950 by M. Dembowska.³

The fourth part, entitled *Bibliografia Polska XIX stulecia. Lata 1881-1900*⁴ and consisting of four volumes, covers the years 1881-1900, in alphabetical arrangement.

¹ Those who seek more information on the earlier works should turn to J. Korpala's *Zarys Dziejów Bibliografii w Polsce* (Wrocław, Polska Akademia Nauk, 1953), 231p. (also available in German translation: *Abriss der Geschichte der Bibliographie in Polen*, Leipzig, Hartmannowitz, 1957, 258p.), as well as to S. Wiercynski's article "Przegląd Bibliografii Polskiej (Odc. początków do odzyskania niepodległości państowej)," in *Congrès international des Bibliothécaires et des amis du livre tenu à Prague, 1926*, Vol. II, Prague, 1928, pp. 695-703. Also, see H. Ułaszyn, "Polska bibliograficzna izdania za poszczególne gody (1898-1901)," in *Izvestia Oddziału russkogo i słowenskogo Imperatorskoi Akademii Nauk*, VII, No. 4, 366-402.

² Polish bibliography.

Mr. Maichel is Slavic Librarian, Columbia University Libraries.

³ Maria Dembowska, *Indeks alfabetyczny "Dodataków" Bibliografii Polskiej (Cz. III stulecia XV-XVIII)*, Karola Estreicher, Wyd. 2 sprawdzone i poprawione (Warszawa, 1950).

⁴ Polish bibliography of the 19th century: years 1881-1900 (Cracow, Wyd. Spółka Księgarzy Polskich, Druk. W. L. Anczyca i Sp., 1906-1916), 4 vols.

As is clear from the above, the arrangement of *Bibliografia Polska* is chronological in Volumes VIII-XI and alphabetical in the rest of the set. In the alphabetically arranged volumes the entries are under author, editor, and title (in the case of periodicals, and of anonymous or collected works of more than one author). In addition, the volumes are intensively cross-indexed, particularly in cases where the names of persons and places are indicated in book titles, where pseudonyms or initials are used, where there are doubtful spellings, etc. The bibliographical descriptions given in the chronologically arranged volumes (VIII-XI) is very brief, including only the author's name, the title (often abbreviated), and the place of publication (abbreviated). In the rest of the set, the description is characterized by a faithful reproduction of the title, together with all necessary information as to pagination, size, and price. In addition, Estreicher tried to include information on the content of a number of books, and to indicate to scholars their particular importance. He also included notes on the authors. In addition to this, he specifies the locations of the more rare and important books, lists the most important periodicals, and includes separate entries for articles from those periodicals which he considered of particular importance.

The period 1901-1928 is one of the weakest points in the coverage of Polish national bibliography. During these years there did not exist any continuous general or official bibliography, and the only coverage was that given by special bibliographical periodicals, put out privately, which suffered from lack of funds and were often suspended. The most important of these bibliographical periodicals are *Przewodnik Bibliograficzny*, *Bibliografia Polska*, and *Buletyn Bibliograficzny*. These can be supplemented by journals as *Ksiazko*, *Przeglad Bibli-*

ograficzny, and *Nowosci Wydawnicze*.⁵

*Przewodnik Bibliograficzny*⁶ was begun in Cracow, in 1878, by Wladyslaw Wislocki. After his death in 1900 the journal was continued by the publishing firm of Gebethner and Wolff under various editors until June 1914, when it was discontinued. As its subtitle states, it was "a monthly for editors, booksellers, antiquarians (bookdealers), as well as readers and buyers of books," and attempted to list current Polish books and periodicals, foreign works pertaining to Poland, and the works of Polish authors published abroad. The material was arranged in alphabetical order by author or—in the cases of periodicals and anonymous or collected works—by title. The bibliographical listing for each item is quite detailed, including author, title, subtitle, place and year of publication, publisher, size, pagination, and, occasionally, price. In the case of periodicals, the contents of each number were included. For each year covered there are cumulative indexes by author, publisher, translator, and editor, as well as indexes for anonymous and collected works. With Volume V of his work, issued in 1882, Wislocki introduced a section entitled "Kronika," wherein he included short notes and articles about current affairs in the bibliographical world. A cumulative alphabetical index for this section was included annually until 1899, after which time it was indexed together with the rest of the material in the volume.

After *Przewodnik Bibliograficzny* was discontinued in June 1914, the listing of current publications was continued by *Bibliografia Polska*,⁷ under the edi-

⁵ For other bibliographies of this period, especially the numerous subject bibliographies, see the following two articles: J. Muszkowski, "Przeglad bibliografii polskiej 1900-1918," in *Przeglad Historyczny*, XXI (seria 2, Vol. 1), 1919, 359-413; and W. Wislocki, "Obecny stan bibliografii polskiej" (1918-1926), in *Congrès international des Bibliothécaires et des amis du livre tenu à Prague, 1926*, Vol. II, Prague, 1928, pp. 745-756.

⁶ The bibliographical guide (subtitle: *miesięcznik dla wydawców, księgarzy, antykwarzy, jako też czyniących i kupujących książki*).

⁷ Polish bibliography.

torship of J. Czubek. A monthly except for 1915 and 1916, when it appeared as an annual, *Bibliografia Polska*, in the first two years of its existence, was published by Gebether and Wolff, and afterwards by the Polish Academy of Arts and Sciences in Cracow. *Bibliografia Polska* listed books and periodicals, and was arranged much the same as its predecessor, *Przewodnik Bibliograficzny*. Because of the war, its listings were far from complete, and supplements for the years 1914-1917 were published by W. T. Wislocki in 1918, under the title *Bibliografia Polska. Uzupelnienia (1914-1917)*.⁸ This supplement was alphabetically arranged, without any indexes. A promised supplement for the years 1918-1919 never appeared.

Bibliografia Polska was discontinued in May 1919, and listings were continued by *Buletyn Bibliograficzny*,⁹ an organ of the Ministry of the Interior and the first attempt at an official bibliography. The first issue appeared in April 1920, but after the publication of four issues,¹⁰ in which material published from July 1919 to November 1920, was listed, *Buletyn Bibliograficzny* was discontinued.

A listing for 1920 also appeared in Volume I of the second series of *Przewodnik Bibliograficzny*, published in 1922 by W. T. Wislocki, nephew of the original journal's founder. His attempt at its revival began and ended with this volume, however, as he was forced to abandon it for financial reasons.

Ksiazka,¹¹ issued by the publishing house of E. Wende & Co., was "a monthly, devoted to criticism and Polish bibliography," which first appeared in January 1901, and was continued until the

outbreak of war in 1914. It included articles on various phases of the literary and bibliographical world, reviews, and a bibliographical section, systematically arranged, in which only more scholarly items were listed. In 1914, L. Bernacki, who was the editor of *Ksiazka* at the time, began the publication of a monthly supplement entitled *Miesiecznik Bibliograficzny*¹² which was exclusively devoted to the listing of current publications, but only seven issues appeared, from January to July, *Ksiazka* being discontinued thereafter. A revival of this periodical was attempted in 1922, when twelve monthly issues were published under the editorship of J. Muszkowski and M. Rulikowski, but *Ksiazka* was again discontinued thereafter. During this time, the bibliographical supplement was also revived, and nine issues appeared under the title *Przewodnik Bibliograficzny. Dodatek do miesiecznika Ksiazka*.¹³

Similar to *Ksiazka* was *Przeglad Bibliograficzny*,¹⁴ a monthly which was published by Gebethner and Wolff from 1905 to 1913, in Warsaw. Discontinued in 1914, it was revived in 1923, appearing as a semi-monthly. From November 15th of 1926 it appeared under the title *Co Czytac*¹⁵ until January 1930, when it was once again discontinued. It was revived a second time in 1934 under the later title, appearing as a monthly this time until 1937. In addition to its bibliographical section (which is arranged by subject), *Przeglad Bibliograficzny* is an excellent source for information on the organization of libraries and library life, as well as being a rich chronicle of cultural and literary life.

*Nowosci Wydawnicze*¹⁶ was published from 1918 to 1919 as a bibliographical

⁸ W. T. Wislocki, *Polish Bibliography: Supplementary Volume (1914-1917)* (Cracow, Acad. Umj., 1918), p. 93.

⁹ Bibliographical bulletin.

¹⁰ Korpala, *op. cit.*, p. 161 and W. Hahn, *Bibliografia Bibliografii Polskich*, 2nd ed. (Wroclaw, 1956), p. 17 (No. 152), both claim that a fifth issue, covering the rest of 1920, appeared in mimeographed form.

¹¹ The book (subtitle: *miesiecznik poświęcony krytyce i bibliografi polskiej*).

¹² Bibliographical monthly.

¹³ The bibliographical guide (supplement to the monthly *Ksiazka*).

¹⁴ The bibliographical review.

¹⁵ What to read.

¹⁶ News in print.

supplement to the journal *Przegląd KsięgarSKI*,¹⁷ a publication of the Association of Polish Booksellers which appeared from 1918 to 1950.¹⁸

From 1920, the last year covered by *Buletyn Bibliograficzny*, until 1924, when *Przewodnik Bibliograficzny* was revived, there was no adequate bibliographical listing published in Poland, except for the partial listing in the briefly revived *Książka* (1922) and in the revived *Przegląd Bibliograficzny* (1923-1930). In 1924, a definite need for a national bibliography was felt, and the Ossolinski National Institute in Lvov revived *Przewodnik Bibliograficzny* under the editorship of W. T. Wisłocki. Wisłocki, who had already attempted such a revival with a volume published in 1922, covering 1920, under the same title, numbered the volume for 1924 as Volume V of the Second Series, hoping to publish the missing numbers later. Of these missing volumes, however, he was able only to publish Volume II (in 1926), listing therein material which appeared in 1921, while Volumes III and IV, planned to cover the years 1922 and 1923, were never published, though they were prepared in manuscript form.¹⁹ The new *Przewodnik Bibliograficzny* appeared as a monthly until 1928, when the appearance of an official bulletin for the listing of publications (*Urzędowy wykaz druków . . .*) caused the institute to discontinue its sponsorship. The journal was then taken over by the Association of Polish Booksellers, who gave it a more commercial character and continued it as Series Three, semi-monthly, until December 1933. It was then finally discontinued with the explanation that the official listing had rendered it superfluous.

¹⁷ The booksellers review.

¹⁸ In the 19th and early 20th centuries, Poland was under foreign administration, and, consequently, German, Austrian, and Russian national bibliographies, all of which listed some Polish material at one time or another, should also be consulted.

¹⁹ These manuscripts are, today, in the National Library in Warsaw. See W. Hahn, *op. cit.*, p. 15 (No. 125).

During the years 1924-1928, *Przewodnik Bibliograficzny* was arranged alphabetically by author and, in the cases of periodicals and anonymous or collected works, by title, with an annual cumulative index of authors, titles (wherever a work could be attributed to no definite author), and general subject headings. From 1929 to 1933, the arrangement was by twenty-six subject classes, with quarterly and annual alphabetical indexes. Throughout, the bibliographical description was quite detailed, similar to that in the First Series.

The need for a complete and comprehensive official listing of publications was long felt in Poland, with the realization that this goal could not be achieved by private publications, since it necessitated the obligatory submission of copies of all publications. Because of this, the three existing different sets of regulations in this matter imposed by the Partitioning Powers were unified into one by the Polish Ministry of Education on July 4, 1927.²⁰ All printing houses and publishers were now to set aside a number of copies of every publication for the use of libraries and for the official listing. From July 1927, copies of all Polish publications were sent to the Ministry of Education, which began, in January 1928, to publish an official bibliography entitled *Urzędowy wykaz druków wydanych w Rzeczypospolitej Polskiej i druków polskich lub Polski dotyczących, wydanych za granicę*.²¹ This bibliography attempted not only to list Polish material, but material printed in the Polish language elsewhere, and material in other languages dealing with Poland. In 1930, the National Library in Warsaw, which was created in 1928, took over the publication of *Urzędowy wykaz*, which was put out thereafter by the library's Bibli-

²⁰ *Dziennik ustaw Rzeczypospolitej Polskiej*, No. 67 (1927), Item 595.

²¹ Official register of printed matter published in Poland and publications in Polish or about Poland published abroad.

graphical Institute under the editorship of Jadwiga Dabrowska. In 1930, too, a title page in French was added. *Urzedowy wykaz* continued to be published until 1939, when, with the outbreak of World War II, it was discontinued.

During the first year of its publication, *Urzedowy wykaz* appeared quarterly. In 1929, it became a weekly. When it first appeared, it was subdivided into five major parts: (1) Material in the Polish language (including periodicals); (2) Foreign language publications put out in Poland; (3) Maps; (4) Music; (5) Material in foreign languages concerning Poland. Within each of these groups, material is alphabetically arranged.

This arrangement was maintained throughout the succeeding eleven years of publication, with the following changes. The first grouping, which in the first year of publication included both periodical and non-periodical material, listed only the latter after 1929. From 1929 through 1935, inclusive, periodicals were listed in a separate monthly supplement entitled *Urzedowy Wykaz Czasopism wydawanych w Rzeczypospolitej Polskiej, zarejestrowanych w Bibliotece Narodowej*,²² which, however, listed only new and discontinued periodicals in two groups, alphabetically. Beginning with 1936, periodicals were again listed with other publications, though in a separate section of their own, again divided into two groups: new and discontinued titles.

In the second grouping—foreign language publications put out in Poland—the change was as follows: whereas in the first year of publication the material was first subdivided by language, with items then being listed in alphabetical order within each of these subdivisions,

²² Official register of periodicals published in Poland [as] registered in the National Library (beginning with 1931, the title was changed to *Urzedowy wykaz Czasopism nowych, wznowionych i zawieszonych, wydawanych w Rzeczypospolitej Polskiej* . . . that is, Official register of new, renewed, and discontinued periodicals published in Poland.

beginning with 1929 all foreign language material was simply intermixed in alphabetical order.

From 1929 to 1938, the fifth grouping—material in foreign languages dealing with Poland—was published as an independent monthly (later quarterly) supplement entitled *Wykaz druków Polskich lub Polski dotyczących wydanych za granicą*.²³ The supplement was divided into five subsections, according to type of publication. An annual alphabetical index was also published for it. In 1939, the fifth grouping again became part of the main publication.

Beginning with 1930, an annual supplement giving a statistical review of Polish publications was introduced. It was entitled *Statystyka druków wydanych w Rzeczypospolitej Polskiej*.²⁴

In the first two years of its publication (1928-1929), *Urzedowy wykaz* included no indexes at all. From 1930 to 1939, each weekly issue included a very general subject index. These were complemented, from 1931 to 1937, by annual alphabetical and subject indexes. In 1938 and 1939, no annual indexes were published.

The entries in *Urzedowy wykaz*—which, beginning with 1930, were numbered consecutively for each year—include the standard bibliographical information: author, title, sub-title, place and year of publication, publisher, size, and pagination.

The period 1928-1939, falling under the official listing, was also covered by various private bibliographical journals. Of these the most important is the already mentioned Third Series of *Przewodnik Bibliograficzny*, which was published by the Association of Polish Booksellers from 1929 to 1933. From 1934 to 1939, its listings were continued in a new bibliographical journal, *Nowa Księ-*

²³ Register of Polish publications and publications about Poland published abroad.

²⁴ The statistics of printed materials in Poland.

azka,²⁵ which attempted to list only literary, scientific, and bibliographical publications. *Nowa Książka* was edited by S. Lam, and ten issues were published each year.²⁶ Each issue was divided into five parts: (1) introductory articles (devoted to various aspects of the Polish cultural world, particularly the literary world); (2) reviews of Polish books; (3) reviews of translations; (4) literary criticism; and (5) bibliography. The bibliographical part of each issue was subdivided by twenty-eight subject-groupings, and detailed bibliographical information was included for each item. Two annual alphabetical indexes, by title (for works with no definite author) and author were included. A separate yearly index to the various articles and reviews was also published. In addition, in the first two years of publication there was included in each issue an index of selected periodical articles, also subdivided by subject. A separate yearly index to this section was published, until 1936, when the entire section was dropped, to be replaced by a list of the periodicals received by the editorial board. In 1936, too, an annual chronological review of cultural developments in Poland was included in *Nowa Książka* under the title "Diariusz Kultury Polskiej za . . ."²⁷ It was also indexed annually.

Przewodnik Bibliograficzny and *Nowa Książka* are particularly important in that their indexes greatly simplify consultation for those years when no cumulative indexes were published for the official listings.

The war period 1939-1944 and the first two post-war years, 1945-1946, are the greatest problem of Polish national bibliography. There was, in these years,

no general bibliographical listing whatsoever, and there exist today for this period only subject bibliographies compiled after the war.²⁸ Also of importance for this period, as well as for the prewar years, is the catalogue of publications of the Polish Academy of Sciences, *Katalog wydawnictwa Polskiej Akademii Umiejętności, 1873-1947*.²⁹ The first volume of this two-volume work includes publications on philology, history, and philosophy; the second covers medicine, mathematics, and the natural sciences. Both volumes list periodicals for all the categories mentioned, and outline the contents of each issue.

It was not until September 1946, that the official listing of publications was restored with a journal whose name combined that of the two most important prewar bibliographical organs: *Przewodnik Bibliograficzny. Urzędowy wykaz druków w Rzeczypospolitej Polskiej*.³⁰ It was published by the Bibliographical Institute of the National Library in Warsaw, with the financial assistance of the Association of Polish Booksellers and the Association of Polish Publishers. Unfortunately, the new official listing appeared irregularly and with great gaps in publication in the first two years of its existence, largely because of the inefficient application of the regulation for compulsory submission of copies of all publications. Thus, the first issues published in 1946 were Nos. 1-3 (of Volume II)³¹ covering the first quarter of that year. The next issues published were Nos. 10-12 covering ma-

²⁵ For other bibliographies covering this period, see W. Hahn, *op. cit.*, under the appropriate subject.

²⁶ S. Mikucki and R. J. Wójciszak, *Catalogue of Academy of Sciences Publications, 1873-1947* (Cracow, P.A.U., 1948), 2 vols.

²⁷ The bibliographical guide. Official registration of printed matter published in Poland.

²⁸ The post-war official listing began with Volume II, for 1946, while Volume I was reserved for the year 1945, which was never published.

²⁵ The new book.

²⁶ In 1939, only six issues appeared.

²⁷ Diary of Polish culture for . . .

terial published in the last quarter of 1946. The missing Nos. 4-9 were never published. Similarly, in 1947 only Nos. 4-28 appeared, covering the months from April to October of that year. From June 20, 1947 on, a decree of the Ministry of Culture regarding the obligatory submission of copies of all publication enabled the official listing to accomplish its task comprehensively and efficiently.³² The gaps for the period 1944-1947 were filled in 1954 with a supplementary volume³³ listing all material published during that period which was not listed previously. In January 1948, *Przewodnik* became a weekly publication, and, in the same year, the Bibliographical Institute became the sole sponsor of this organ.

The new *Przewodnik Bibliograficzny* lists books, pamphlets, maps, music, engravings, and new, revived, and discontinued periodicals. In its first three years, *Przewodnik* also attempted the listing of "Polonica" from abroad, but in 1949 this was discontinued and only material published in Poland has been included since then. The material was first divided by twenty-eight categories, and, beginning with 1949, by twenty-five, within each of which items are arranged in alphabetical order. In 1950 and 1951, other minor changes were introduced in the arrangement of material, these being largely concerned with the naming and ordering of the categories. Periodicals are listed at the end of each appropriate category, but only upon their first appearance or discontinuation.

In its first two years, only weekly indexes were issued. Beginning with 1948,

and up until the present time, cumulative annual indexes by author and title, and to periodicals, engravings, illustrations, illustrators, maps, and music, have been issued. From 1951 on, weekly indexes were discontinued and quarterly indexes were published instead.

The bibliographical descriptions in the new *Przewodnik Bibliograficzny* include author, title, place and date of publication, publisher, size, pagination, price, and caption title. The majority of the entries carry brief annotations, generally indicating the sort of library for which the item is suited. An index to these recommendations by type of library is included at the end of each issue. Wherever a publication includes the work of more than one author, the contents are given. In the case of translations, the original title is included.

Each entry in *Przewodnik* is given a consecutive number for its year of publication. This number serves as a guide for the purchase of printed catalogue cards. Wherever an "o" is included before the number, no printed cards are available. Since 1949, each item has also been provided with a decimal classification.

At the present time, the Bibliographical Institute is preparing a retrospective national bibliography for the years 1901-1955—in other words, a continuation of Estreicher's work.³⁴ This project was begun before the Second World War under the editorship of Jan Muszkowski, and was completed for the period 1901-1925. Most unfortunately, however, almost the entire manuscript was burned during the War. Once this work is completed by the institute, Poland will have one of the most thorough of bibliographical coverages.

³² *Dziennik ustaw Rzeczypospolitej Polskiej*, No. 64 (1947), Item 374.

³³ *Przewodnik Bibliograficzny. Urzędowy wykaz druków wydanych w Polskiej Rzeczypospolitej Ludowej 1944-1947* (Warsaw, Biblioteka Narodowa, 1954), p. 261.

³⁴ M. Dembowska, "Bibliografia polska 1901-1950," *Bibliotekarz*, Nos. 3-4 (1951).

Thus, at present, material published from the fifteenth to the end of the nineteenth century is well covered by the works of the Estreicher family. The first twenty-seven years of the twentieth century are covered with varying degrees of completeness in different bibli-

ographical journals. From 1928 on, with an interruption from August 1939, to September 1946, the official listing has continued to function up until the present time. The retrospective bibliography for 1901-1955 will complete this picture of Polish bibliography.

The Heart of the Project

The popular notion of the scientist—the Big Brain thinking in the academic equivalent of an isolation booth or brooding over the test tubes in a stainless-steel laboratory—leaves at least one indispensable element of research out of the picture, namely, scientific literature. Yet such literature is at the heart of almost any research and development project. It is essential for the scientist, whether he is working in theoretical or applied fields, not only to keep up with developments in a general way but to seek specific data, to learn where others have been so that he can see more clearly where he is going.

It was possible a century and a half ago for Thomas Jefferson, no mean scientist himself, to be quite well informed about "natural philosophy," as science was then called, by gathering together for his private library—and reading of course—less than 100 volumes. Those days are long in the past. There has been such proliferation of scientific literature that today corporate bodies—research libraries, both highly specialized and comprehensive—must serve the scientific community.

The Library of Congress as the Government's oldest and largest library has long had special responsibilities for serving the Nation through service to Congress, to other Government agencies, and to scholarly groups in many fields. . . . Materials on science and technology constitute a very large segment of our holdings. We now have nearly 1,500,000 volumes in these fields. In addition, we receive about 15,000 different scientific journals. Although we believe that we get the most important ones, the world output of such journals is 50,000 titles and they contain a total of about 2 million articles a year. Our collection of both domestic and foreign technical reports—the newest and most fugitive form of scientific literature—now numbers 300,000. It may interest you to know that a recent analysis of the Soviet national bibliography showed that the Library of Congress received about 60 per cent of the materials currently published in the USSR in the natural sciences and about 40 per cent of those published in technology.

Our comprehensive collections, important in both scope and depth, could only have resulted from years of effort and the exchange facilities enjoyed by a national library. They could quickly lose their immediate utility, however, if the Library of Congress did not constantly strive to keep them up to date. One of our major services to the Nation, therefore, is in acquiring scientific and technical materials on an ever-broadening scale and thus creating a vast reservoir from which all may draw.—*Testimony of the Librarian of Congress, L. Quincy Mumford, on S. 3126 presented before the Subcommittee on Reorganization of the Senate Committee on Government Operations, June 25, 1958.*

By FRANK A. LUNDY and EUGENE M. JOHNSON

Documents in the Divisional Library

THE UNIVERSITY OF NEBRASKA Libraries are organized for service and for administration by broad fields of subject matter. The public service divisions are the humanities; the social studies; and science and technology. Practically coordinate with these three are the principal branch libraries, in the College of Law on the Lincoln City Campus, in the College of Agriculture on a separate Lincoln campus, and in the College of Medicine on the campus in Omaha. These six divisions are coordinated by the associate director of libraries. There is also a technical service division with an assistant director in charge.

The science and technology division, for example, under the direction of an assistant director of libraries for science and technology, includes not only the science and technology reading room and related areas of the central stack, but also the branch libraries in chemistry, in geology, and in bacteriology, botany and zoology, and the laboratory libraries in physics, in pharmacy, in dentistry, and so on. A close liaison is maintained by this division with the principal branch libraries in agriculture and in medicine where there are many overlapping interests.

The responsibilities of each subject division are broad and include book selection, bibliographical checking, cataloging, classification, reference work with students and faculty, formal and informal instruction in the use of the library, and close contact with the serv-

ice problems of the students at all levels and with the faculty. The boundaries of responsibility are described by fields of subject matter rather than by aspects of format (such as monographs, periodicals, newspapers, or reference sets), or by library process (such as book selection, cataloging, classification, reference work, reserve books, two-week loans), or by imprint (such as publications of the United Nations or of agencies of the federal government).

In the interest of business-like efficiency in dealing with certain common problems of office procedure, a single acquisition department serves to concentrate the receipt of all incoming mail, the ordering of books and periodicals, the handling of gifts and exchanges, and bindery preparations. Cataloging and classification are concentrated physically into one large room and under the supervision of three full-time catalogers, but the bulk of the work of cataloging and classification is performed by the staff of the subject divisions and of the principal branch libraries working in the central catalog department. The physical processing of books (book-planting and marking) is concentrated at the end of the cataloging process in one operating unit under the catalog librarian. Similarly, circulation functions in the central library building are concentrated into one central administrative unit under the circulation librarian, who also exercises a general control of circulation procedures throughout the system of libraries.

The basic divisional idea of organizing the college or university library around broad subject concepts instead

Mr. Lundy is Director, and Mr. Johnson, Acquisition Librarian, University of Nebraska Libraries.

of by form and process, by format, or by imprint, is not new, and its application, with many local variations such as the completely open stack or the total abandonment of reading rooms as such, is becoming more and more widespread. Step by step the divisional idea, with all of its legitimate variations, is being refined and extended. At Nebraska, for example, 90 per cent of all reserved materials are on open shelves interfiled with the rest of the hundred thousand books on open shelves; the dual assignment of reference work and cataloging as the proper responsibilities of the same members of the professional staff in the divisions has been applied successfully for a period of five years. The administrative subordination of all branch and laboratory libraries to appropriate subject divisions has been accomplished. It remained until recently to apply the same underlying principle of organization by subject to the documents collection.

In library parlance "documents," or more commonly "government documents," refers to all publications issued by agencies of government. In libraries within the United States the bulk of the documents collection is likely to consist of publications issued or sponsored by agencies of the federal government. Because of their great quantity and bulk and a complex of issuing agencies, also because there are available certain special check lists and indexes, these publications are commonly segregated in the library and put under the administration of one or more documents specialists. The documents concept, however, is a broad one and includes the publications of the United Nations and the League of Nations, of all foreign governments, and of regional, state, or local agencies of government. Collectively these publications include a wide range of subject matter. The very existence of a documents department in a divisional

plan library, with wide-ranging responsibilities for the selection, acquisition, recording, processing, housing, and servicing of publications of governmental agencies, seems to be a contradiction in terms and in functions.

For many years the University of Nebraska Library has had a closed documents collection. This collection has been administered within the social studies division, the primary responsibility resting with the documents librarian who is a member of the staff of that division. The basic library functions of selection, acquisition, record keeping, shelving, reference service, and circulation of government publications have been performed under the immediate direction and supervision of the documents librarian. This is common practice in many other university libraries. In 1956 the library council, consisting of the director and associate director of libraries and the heads of the divisions and principal branches and departments, working in a series of informal evening discussions, undertook to evaluate government publications *per se*, and the closed documents collection at Nebraska. Out of these discussions a new policy has been evolved.

The publication programs of governmental agencies have increased greatly in quantity and in variety of subject matter in recent years, especially since World War II. The output of the executive agencies of the United States government has increased until it now accounts for over two-thirds of the United States government production of printed materials. Eighty per cent of United States publications are serial in nature, consisting, that is, of periodicals, annual reports, and regular or irregular monographic series. These observations led us to reexamine our policy for their acquisition and organization in relation to the three principal divisions in humanities, social studies, and science, and

in agriculture, law, medicine, and also in relation to the library's system of record keeping. We asked, for example, to what extent we have been using government publications or failing to use them in serving the patrons in our subject divisions outside of the social studies. Will not the subject material published by governmental agencies greatly strengthen, or in some cases replace, related publications issued by non-governmental agencies, that is, by private publishers? Should not each of the divisions and principal branches be making regular use of the *Monthly Catalog* of government publications along with the common periodical indexes and abstracting services, both as a tool of book selection and also of reference service?

The bulk of government publications held by the University of Nebraska is not represented in the public card catalog, despite the fact that our aim has been to make this tool a union catalog of all titles held by the University Libraries. In view of the fact that 80 per cent of the material published by the United States government is serial in nature, it would seem practical to record government-issued serial titles in the public card catalog, and to rely on the *Monthly Catalog* and other indexes to analyze the content of that material.

Careful pursuit of the implications of these observations and questions, in frank and open discussion, has resulted in a changed attitude toward that valuable mass of material referred to as documents. This changed attitude led to the formulation of a policy adopted in November 1956, which reads in part:

It shall be the policy to select, house, and service government publications according to subject content. Each subject division will have the responsibility for selecting and servicing those publications which fall within the subject interest of that division . . . Insofar as practicable, government publications will be handled

within the patterns of organization and use established for other library materials.

The aim of this policy is to integrate and coordinate all aspects of the government publications program with public service and technical service procedures as they have been developed at Nebraska.

At the time this policy was adopted the director of libraries appointed a committee of three to implement that policy, consisting of the acquisition librarian as chairman, the documents librarian, and the associate director of libraries. This committee was instructed to work out smooth procedures and routines for transferring some of the responsibility for documents to other public service areas; to relocate integral groups of government publications within the system of libraries when desirable; to integrate the ordering and receiving of all governmental material with the library's general procedures for purchases, gifts, and exchanges; to integrate record keeping with the library's card catalogs; and finally, to maintain maximum availability and service during the transition period.

First of all the entire collection of publications of the United States Department of Agriculture was moved to the campus and library of the College of Agriculture. This was a major relocation of materials. The staff of the College Library has undertaken the preparation of records which will gradually replace those formerly maintained for this material in the documents reading room. Each serial title will have a unit card in the public catalog and in the shelf list in the central University Library and in the public catalog and shelf list in the College of Agriculture Library; actual holdings will be recorded in the College Library serials file (Post Index). Monographs not in series will be handled in one of three ways: those of permanent value will be cat-

alized and classified in the same manner as similar monographs from non-governmental publishers; materials primarily of current interest will be shelved according to the Superintendent of Document's classification, will have no additional records made, and will be approached as in the past through the *Monthly Catalog*; ephemeral materials will be handled the same as other vertical file materials.

When all non-social studies materials have been relocated in this manner from the documents reading room, the bulk of the collection will remain. This material will be recorded in the manner described, above. Unit cards will be filed in the public card catalog, in the main shelf list, and in the social studies division author catalog and shelf list. A master-file card at the loan desk and a half-card in the public card catalog will indicate the location of the title. The classification scheme for the government publications remaining in the documents reading room area will be that of the Superintendent of Documents for all United States publications and an adaptation of that scheme for publications of other governmental agencies.

In summary, the publications of all governmental agencies, great in bulk and number, and rich in content as they are, will now be looked upon as a primary resource of interest not only to students and faculty working in one or more phases of the social sciences, but as of interest to students and faculty

working in any field of knowledge where such publications seem to have bearing. Responsibility for selection and the initiation of the processes of acquisition will rest with all the divisions of the library and with its principal branches, and appropriate tools for selection will be made available. The technical service division will be responsible for all acquisition and record keeping. Incoming materials will flow into appropriate locations in reading rooms, in branches, and in the stacks under the same selective and critical direction that is now applied to all other incoming publications. Service in the use and interpretation of governmental publications will be a responsibility of the entire public service staff in harmony with the general principle of subject specialization now applied to our three central divisions in the humanities, the social studies, and science, and to our principal branch libraries in agriculture, in law, and in medicine. The imprint concept is now being relegated to a position of secondary importance. It will follow naturally, however, that the bulk of the documents material will be routed into the documents area, one of three large reading room areas comprising the social studies division on the third floor of the Love Memorial Library; also, that heavy reliance upon direction in its use will rest upon the division's staff. The documents librarian now becomes a librarian in the social studies division.

Concerning ACRL Committee Appointments

Wyman W. Parker, President-Elect of ACRL, and Arthur T. Hamlin, Chairman of ACRL's Committee on Committees, request from ACRL's membership volunteers to serve on the Association's several committees and further suggestions as to appropriate appointments. The committee will determine its recommendations to the President-Elect at Midwinter. Suggestions should be sent well ahead of that time to Arthur T. Hamlin, University of Cincinnati, Cincinnati 21, Ohio.

Library Education in the Soviet Union

IN JUNE of 1956 when a class from the library school of the Stockholm City Library visited the Soviet Union on a study trip, its members quite naturally tried to learn something about Russian library education. This article* is a report on what we learned together with some information derived from other sources.

Of course, library education existed in pre-revolutionary Russia even though it was not very extensive. For example, starting in 1913 the university for adult education in Moscow taught courses in library science. However, it was only after the October Revolution that the importance of libraries and, therefore, of library education was fully recognized; and, of course, principally as a propaganda instrument for the new form of government. According to Steiner, "Those who had newly come to power wished to create a network of libraries of all kinds throughout the entire Union and to develop and spread new working methods which would serve to educate the masses in communism and to build up a socialistic culture, science and technical facility." From the very beginning of the formation of the new Soviet state, Lenin and Stalin turned their attention to the organization of libraries. N. K. Krupskaya, Lenin's wife, was at that time the leader of the Soviet library system. On November 3, 1920, a decree was issued which

provided the organizational basis for the development of the library system. A few figures show what enormous progress was made: In 1914 there were 12,600 public libraries and in 1939 there were 250,000 libraries of all kinds, of which 77,600 were public libraries. In 1956, according to information given to us on our trip, there were 390,000 libraries of all types in the Soviet Union.

Because of this expansion, education for librarianship became an important question. At first, library departments were established in some communistic higher schools, pedagogical institutes, and political schools. Between the years 1925-30 there were also nine-year schools in which students were prepared for library work in their final two years. Library courses on a higher level were held for many years at the Saltykov-Shchedrin Library in Leningrad and in the Lenin Library in Moscow. A decree from the year 1934 regarding the library system in the Soviet Union introduced a new phase in library education.

At present, education for librarianship takes three forms in the Soviet Union: studies in a library technical school, in a library institute, and in continuation courses as an aspirant.

The library technical school, as the name implies, teaches basic subjects in library science and prepares its students for junior positions in city, district, and children's libraries. These basic schools are spread over the entire country (in 1952 there were twenty-five of them in Russia itself, sixteen in the Ukraine, etc.). Previously, after seven years of elementary school, students would be accepted at the library tech-

* Published originally in Swedish in *Biblioteksbladet*, IX (1957). It is reprinted here with the author's permission. Translated by Thomas R. Buckman, Head, Acquisitions Department, University of Kansas Libraries, Lawrence.

Valter Ahlstedt is Assistant Librarian of the Stockholm Public Library.

nical school (at an age of about fourteen years) where they would study for three years. According to the information we were given however, a ten-year elementary course is now required for entrance. The length of the training is now one and a half years, but it is planned to increase it to two years. In these basic library technical schools the students study, as required subjects, the history of the Soviet Union and modern history in general, the Russian language, literature, mathematics, physics, natural science, economic geography, chemistry, one foreign language, library history and library organization, bibliography, techniques of library science, organization of work, and reference service. Elective subjects are the methods of reading fiction, and advertising techniques.

During the school year 1945-46, 4,500 students received their training at these schools, and in 1951, 11,000. Starting in 1949 the theoretical training was combined with practice at a district or rural library. In the practice work greatest emphasis is placed on giving advice to readers and in trying to stimulate reading interests.

The library institute is intended for higher professional education. Library directors, bibliographers, library school lecturers, and library supervisors receive their training here. At present there are two such institutes in the Soviet Union, one in Moscow and the other in Leningrad. Of equal rank with these are the library school faculties at the pedagogical institutes in Kharkov, Minsk and Tiflis. Entrance requirements are completion of ten years of elementary school and an admission examination in Russian language and literature, history, geography and one foreign language; however, if the candidates were high in their classes in the elementary school the admission examination is waived. At the time of entrance the students are about seventeen

years of age. Through an interview the director of the school attempts to determine the suitability of the students. He may advise a student not to enter, but cannot forbid him to do so. The length of the course is four years.

During our trip we had an opportunity to study the library institutes in Leningrad and Moscow.

The Leningrad institute which is located in a former embassy palace on the Neva Embankment was founded in 1918 and was the first Soviet higher school especially intended for the education of librarians. In the beginning it was a part of the pedagogical faculty at the university, but since 1941 it has been an independent school, in continuous operation excepting during the war years 1941-44. Each year 210 students are admitted and, in addition, 60 students who wish to be trained as children's librarians. Besides there is an evening course for those who are already employed in a library (60 persons are enrolled), and a correspondence course with 400 persons enrolled. A director is in charge of the school, and an assistant director is responsible for matters relating to study and research, administration, instruction by correspondence, and evening courses. The institute has two faculties each with its dean, one for the general division and one for the division concerned with the training of children's librarians. There are nine faculty positions three of which are in the special subjects: library science, bibliography, and library work with children. Each subject has its own seminar library with course books in many copies. In all there are 120,000 volumes. The book stock seemed to be poorly cared for and the catalogs were unsatisfactory. Foreign bibliographies were entirely lacking. Since the end of the war some two thousand students have been graduated from the institute.

The Moscow institute, which is lo-

cated about eighteen miles from the center of the city, was founded in 1930. It is divided into two departments, one for the education of librarians and the other for teachers who will work in adult education. The latter department trains leaders for clubs and cultural centers. It has been in existence only a couple of years. In the day division there are 1,300 students, in the evening division 500 and in the correspondence division, 2,600. The institute is a boarding school somewhat similar to the Scandinavian folk high schools. About half of the students live at the school in especially provided dormitories. About six thousand students have been graduated from the institute.

The instruction of the library institutes, which consists of lectures, seminars, and practical exercises, includes three kinds of subjects:

1. General subjects. Under this heading the following are included: sociology, economics, philosophy, Marxism, history, history of literature, one foreign language (German, English or French), pedagogy, psychology, fundamentals of industrial and agricultural production, gymnastics and physical education. These courses occupy two-thirds of a student's total period of study at the institute.

2. Special subjects. These include library history (Russian and foreign), library science (including administration, book selection, and cataloging), bibliography (general and special), subject literature (principally in the social sciences, agriculture and industry), and library work with children.

3. Optional courses. For example, picture collections, advertising, the history of art, music and theatre. Those who wish to become children's librarians may choose public speaking, oral interpretation, story telling, club activity, etc.

During the four years of study the students have seventeen weeks of prac-

tical library experience. In the second year they do practice work at a large library and are concerned especially with cataloging and the book collection. During the third year they work seven weeks at a district library which contains from two to three hundred thousand volumes and devote themselves principally to reference and circulation work. Finally, during the fourth year they serve in one of the smaller rural libraries or in a branch of a city library and spend most of their time in studying methods and supervision.

Written assignments must also be completed during the course of study. During the second year a report on a book dealing with cataloging is required, during the third year a bibliography in an assigned subject must be compiled and defended, and during the fourth, a similar bibliography is made, but on an optional subject.

The examinations are taken successively in the various subjects. (Students taking the correspondence course may be examined in the general subjects at the institute and, if they pass, their fares will be paid by the institute. The examinations may also be taken at local colleges.) The final examination is given by members of a state commission and include three subjects: Marxism, history of literature, and library science. The examiners are experts from the Ministry of Education. The period of the examination is ten days. At the time of our visit to the library institute in Moscow the final examinations in library science were being held and we had the opportunity of hearing a part of the oral questioning. The examinee was required, with the help of a few notes, to give short extemporaneous talks on two library subjects.

Students with good grades are eligible, during the period of study, for stipends which in Leningrad amount to 220-390 rubles per month, and in Mos-

cow, 250-295 rubles per month. Those with the highest grades may receive an additional 25 per cent. Personal stipends from 400 to 700 rubles a month are also available from labor unions and other sources.

When the course is completed the Ministry of Instruction assigns positions to the newly graduated librarians, which they must occupy for a period of three years. The wishes of the students and their places of residence are taken into consideration in making the assignments. Many of the new librarians regard themselves as pioneers and request that they be sent to remote places.

The library institutes provide graduates chiefly for the public libraries, but in Moscow, for example, about two hundred of the students had been given positions at the Lenin Library. Salaries range from 500 to 1,500 rubles. However, those with advanced academic degrees receive 2,400 rubles, and librarians in the academies of science receive a salary of 3,000 rubles. Librarians who have a good knowledge of one foreign language receive an additional increment of 10 per cent.

Students who have shown an aptitude for research may continue their library studies after taking the examination at one of the institutes. Such students may obtain an aspirant's appointment for a period of three years (four years, if the student is engaged in part-time work of some kind). These appointments correspond to American graduate scholarships or fellowships. Aspirants receive 680 rubles per month for subsistence and 680 rubles per year for books. During the period of study a paper must be written which must be publicly defended at the institute in the presence of three opponents. The students who are successful receive the title of Candidate in Pedagogy with library science or bibliography as their major subject. At the next level is the doctor's degree in library

science which is granted only by the faculties of pedagogy at the universities. It should also be mentioned that the scholarly libraries such as, for example, the Lenin Library, give one-year courses for their staff members who have had a college or university education. These courses are designed to train special librarians.

Steiner has characterized the goal of Soviet librarianship in this way: "We must train librarians who have a thorough knowledge of the fundamentals of Marxism and Leninism, who have a good general education, who are well acquainted with the library system, who know books and the methods which are used in work with books, and who are capable of carrying out communistic educational work among the masses." This goal reveals both the strength and the weakness in Soviet education for librarianship. The weakness from our point of view is of course the ideological and national limitation. The strength is the positive interest in the library system shown by the state and its awareness of the importance of libraries in society. On the credit side should also be noted the enthusiasm and pioneering spirit of the young librarians-to-be and their zeal for making a contribution wherever they are placed.

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[EDITOR'S NOTE: It has been suggested that readers of this article also would be interested in examining another paper on Soviet library education. This is Horst Kunze, "Ausbildung," *Zentralblatt für Bibliothekswesen*, LXXI (1957), 134-38.]

By I. T. LITTLETON

The Bull's Head Bookshop— A Unique Library Bookstore

IN A RECENT ARTICLE in *College and Research Libraries*, William B. Ready expressed concern about "the dire state of undergraduate reading."¹ Undergraduate students are not being educated to form a life-long habit of good and wide reading. "This ignorance about reading is producing a class of leaders that is illiterate," says Mr. Ready. There are many ways to attack this problem but all of them are concerned with making more good books readily available. The question might be asked: How can a university library with a limited budget provide an adequate selection of good readable books when the greatest portion of its budget must be spent for teaching and research materials?

The University of North Carolina Library has attempted to solve this problem by providing a rental library and bookstore in the university library building. This may not be a solution for every university library; local conditions, or taboos against competition with independent booksellers may prevent the establishment of a bookshop in the library. However, the idea is worth exploring, and the Bull's Head Bookshop is an example of a bookstore experiment that has worked.

The Bull's Head Bookshop has been an integral part of the University of North Carolina Library for a quarter

of a century. Housed in the Louis Round Wilson Library, it is owned and operated solely by the university library. It is a friendly place where students, faculty members, and townspeople can rent or buy up-to-date fiction, non-fiction and modern editions of the classics. Usually visitors, and especially librarians, are surprised to find a bookstore in a university library because this is a service rarely offered. However, through the years, the Bull's Head has filled various needs and has grown with the expanding university and library. Today it is more useful than ever.

Dr. Howard Mumford Jones, a former English professor at the university is credited with founding and naming the Bull's Head. It grew out of his desire to provide for his students current books which the library could not afford on the meager book budgets of the 1920's. In 1928 he placed on shelves in his small office a few books which were rented to students who met for "bull sessions." From this beginning, the rental collection grew, and the "bull sessions" developed into talks on current books by local authors and faculty members.

In explaining how the Bull's Head received its name, it seems best to quote from an article by Mrs. Jessica Valentine, "How did the Bull's Head get its name? The only true response seems pretty tame: a murmured reference to Dr. Howard Mumford Jones who says he founded the enterprise so that his students might circulate current books and carry on discussions—or 'bull sessions'—in an informal atmosphere mildly akin to that of the old English

¹ Ready, William B., "Libraries and the Refreshment of Reading," *CRL*, XIX (1958), 124-25, 146.

Mr. Littleton, formerly Assistant to the Librarian, is now Director, North Carolina Interlibrary Center, Louis Round Wilson Library, Chapel Hill.

taverns, the Mermaid or the Boar's Head."²

In 1935, after a sojourn in the YMCA Building, the Bull's Head Bookshop and its financial and administrative control came to the library with a \$500 loan and a bookstock estimated at \$500. It became a part of the library's extension department and occupied a corner of the same room.

When the addition to the main library building was constructed in 1952, the Bull's Head was provided with a large, redecorated, separate room. The bookshop has always had a pleasant, friendly atmosphere, but in its new quarters it is even more inviting.

Since the late 1930's, it has had a full-time manager. Mrs. Jessica Valentine has been the spirit behind the bookshop and a prime mover in its success. A professional librarian, she combines experience in bookselling with a knowledge of librarianship to make the bookshop a vital part of the library and the university.³

The difference between the Bull's Head and other commercial bookshops lies in their emphases on service and profit. The Bull's Head is a non-profit bookstore, operated solely for service to students, faculty, and townspeople. It must make enough money to be self-supporting because it receives no financial subsidy from the library or the university. From its receipts, it purchases its book stock and pays the salary of its manager and the wages of several part-time personnel. After expenses are paid the remainder goes into more books and services. The library provides only space, heat, light, and janitorial service.

The bookstock has grown from a few hundred titles to over eleven thousand since 1935, and its total assets have in-

creased from \$500 to almost \$20,000. In spite of this growth, its primary purpose is still the same as conceived by Professor Jones: to supplement the library's general collection by providing good books for rent and sale in order to encourage reading and discussion. Current fiction and non-fiction comprise the basic rental stock but these are by no means the only books which are sold. Modern editions of classics are available, including a complete stock of Modern Library, American Everyman, and Viking Portables. Paperback books are becoming an increasingly important part of the stock. The bookshop provides a complete coverage of high-grade paperback books. The carefully selected stock of two thousand titles includes New American Library, Penguins, Anchors, Vintage Books, university press series and a very closely screened selection of Bantams, Dells, and Groves.

The emphasis has been upon books which will encourage wide reading. Therefore, no textbooks are sold or rented. Occasionally maps and inexpensive prints are available, but non-book materials, such as stationery, writing materials, and all the odds and ends of a five-and-ten variety sold by some campus bookstores, are not stocked by the Bull's Head.

All books are for sale and three-quarters of them may also be rented. The rental rate is now five cents per day with a minimum of fifteen cents. This rate has been in effect since February 15, 1954. When a rental book is sold, the minimum fee of fifteen cents is deducted from the list price of the book for each rental. This means that if a book has been rented ten times, \$1.50 is deducted from the list price when it is sold. Rentals usually pay at least the wholesale cost of most of the books.

Careful book selection is the key to the successful management of the bookshop. The manager must know the needs

² Valentine, Jessica L., "The Double Life: or the Rewards of L.S. Training to a Bookseller," *University of North Carolina Library School Alumni Association Bulletin*, XVII (May, 1956), 22.

³ Mrs. Valentine was succeeded on July 1, 1958 by Mrs. Helen Hogan, also a professionally-trained librarian.

and demands of the students, faculty, and townspeople as well as the current book trade. Most of the titles are ordered in advance of publication date so that the book will be on the shelf before or as soon as its official publication. *Publishers' Weekly*, *Retail Bookseller*, and publishers' advance notices are studied carefully. The final purchases are based upon experience and a feel for the demands of the clientele. Best-seller lists and reviews are usually too late for use in the initial selection of a title. However, reviews and best-seller lists in the *New York Times Book Review*, *Saturday Review*, *New Yorker*, and *Time* are read regularly and avidly as supplementary guides in case best sellers or good books are overlooked before publication and in helping to decide how many copies to reorder for rental or sale.

In order to cut down the "deadwood," or the books which do not sell easily, several devices are employed. First of all, titles are bought in small quantities. Only books by local authors or sure-fire best sellers are duplicated in any great quantity. Orders are placed most frequently for one, three, or five copies, very rarely for as many as fifty. Another device for moving "slow sellers" is the three-for-a-dollar shelf, on which, ordinarily, there are about two hundred books which have been in stock for a fairly long period of time. The policy of selling used books (those which have been rented) at a reduced price also helps to sell them quickly.

Town and gown booksellers in Chapel Hill operate peaceably together but the Bull's Head must maintain a delicate balance between the indiscretion of aggressive competition and the necessity of making ends meet and increasing its book stock. A fear that high-pressure bookselling might bring protests from local book dealers may be imaginary, but the risk is never taken. There is

practically no advertising except for displays in the library. Mrs. Valentine says, "Our emphasis is on the things most modern competitive bookshops seem not to want to bother with. On one hand, we give no discounts, except to immediate library family, and apply no pressure. On the other, we hand out unexpected extras amid the inviting informality of comfortable chairs, good lighting, ashtrays, and an uncluttered display of a most distinctive variety."⁴

The Bull's Head's reputation has been built upon the "extras." In addition to the rental library, these include special orders for any book in print, searching for out-of-print books, arranging for magazine subscriptions, and placing orders for bookbinding with a nearby bookbinder. These, plus a readers' advisory service, have made the bookshop a truly personal bookshop where the needs of each individual are important.

Discussions of books have always been an important part of the Bull's Head. The original "bull sessions" developed into more formal talks by local authors and faculty members. For many years, Bull's Head Teas have been held with regularity. The intellectual climate in Chapel Hill is so favorable to authors that it has never been a problem to procure a guest speaker for these "teas."

In a recent "Trade Winds" column in *Saturday Review*, Pyke Johnson refers to the Bull's Head Bookshop as "that unique institution."⁵ It is not only an institution but an established tradition in Chapel Hill. The only plan for its future is to keep it as it is. As the university grows, the library hopes to maintain in the Bull's Head an informal, personal rental library and bookshop where students are encouraged not only to read good books but to appreciate and own them.

⁴ Valentine, Jessica L., "Ways and Means," *The College Store* (Winter, 1954).

⁵ Johnson, Pyke, Jr., "Trade Winds," *Saturday Review*, XLI, No. 3 (January 18, 1958), 6.

By LEWIS C. COFFIN

Collecting Scientific and Technical Publications at the Library of Congress

IT IS THE POLICY of the Library of Congress to collect extensively the current publications of the world in the fields of science and technology except for clinical medicine and technical agriculture (unless the medical and agricultural publications are issued by national governments).¹ Technical agriculture and clinical medicine are usually excepted because of the comprehensive acquisition programs of our sister institutions, the Library of the Department of Agriculture and the National Library of Medicine, whose specialized and extensive collections the Library of Congress does not wish to duplicate.

Traditionally, the Library of Congress has attempted to collect comprehensively the official publications at the national level of foreign governments regardless of subject content.

In addition to the medical and agricultural exceptions, the Library is selective in its acquisition of currently published textbooks, translations, reprints, extracts, and separates. The last three are excluded when the Library's collections contain the serial or other publications in which the material originally appeared.

Non-current scientific and technological publications are acquired selectively. The determining considerations include their availability by gift, exchange, transfer, or purchase; their importance; and,

if available only by purchase, their cost. All materials are acquired by one of the following methods: exchange, gift, transfer, purchase, or pursuant to law, including copyright deposit. Administratively, acquisitions matters are handled through two divisions under the direction of the processing department office. All purchases are handled by the order division, and acquisitions by all other means are handled by the exchange and gift division. For the 1957-58 fiscal year the Library has an appropriation of \$320,000 for the purchase of materials in all fields except law, and to defray expenses such as travel, communication, and bulk-freight charges. An additional appropriation of \$90,000 is available for the purchase of legal materials and to pay miscellaneous expenses.

In 1951 the Library expanded its system of blanket orders for the acquisition of non-serial materials issued outside this country. At the present time there are some 240, approximately half of which are for legal materials. Each blanket order specifies that the holder of the order, who may be a dealer, a university, a United States official at a foreign post or other agent of the Library of Congress, is authorized either to purchase and send current publications in all fields of knowledge with the exceptions which I have mentioned and certain other exceptions which may be peculiar to the area, or to purchase and forward current publications in specific subject fields. In countries where national bibliographies are issued currently the agent is instructed to send by airmail two copies of the current issues, one

¹ Paper presented at the meeting of the Division of Chemical Literature, American Chemical Society, Pittsburgh, January 21, 1958.

Mr. Coffin is Assistant Director, Processing Department, Library of Congress.

of which he marks to indicate those titles which are being sent, those titles which he plans to send, and those on which he has questions. When the marked bibliography is received, it is checked by the Library's recommending officers for titles which in their opinion should not have been selected by the blanket order holder and for recommendation of additional titles. This bibliography is then reviewed in the order division for compliance with the terms of the blanket order, for compliance with the Library's acquisitions policies, and for search of the additional recommendations. Appropriate orders are then placed with the dealer and he is advised periodically on his compliance.

For several areas blanket orders are not used by reason of the presence in the Library of area, language, and subject specialists who recommend current titles from national bibliographies, special lists, etc., which in many instances are received by air mail.

The blanket order system has proved to be especially advantageous in acquiring important foreign books automatically and quickly after publication on the basis of actual examination. It has the advantage, too, of insuring receipt of commercial publications which are issued in small editions.

Subscriptions for serials are placed on an individual title basis, not under the blanket order system; but every blanket order holder is requested to send a sample copy of each new serial appearing in his area or subject field. Currently the Library spends about \$140,000 a year on serial continuations for all types of materials in all subject fields.

Exchange has long been the traditional method for the acquisition of official documents, the publications of scientific and learned societies, and those of academic institutions. The Library of Congress is especially fortunate in having available for use in its exchanges

(currently some sixteen thousand) vast quantities of material. These may be categorized as (1) the current official publications of the United States Government (125 copies of each publication excepting confidential matter, blank forms, and circular letters not of a public character—See 44 *United States Code* 139 & 139a); (2) the publications of the Library of Congress (although United States official publications, they are generally considered and handled as a separate category); (3) surplus duplicates, and (4) current commercially published American books which are purchased for use in the Library's priced exchange program.

The Library's exchange arrangements stem from the following sources: (1) the Brussels Convention of 1886; (2) the Executive Agreements concluded on behalf of the United States with foreign nations by the Department of State, in which the Library of Congress is named as the recipient of the foreign documents and is charged with implementing the agreements for the United States; (3) informal agreements concluded by the Library with domestic and foreign institutions and foreign governments with which there are no bases for formal agreements; and (4) priced exchange agreements. The Library's agreements pursuant to the Brussels Conventions and the Executive Agreements encompass currently issued official publications solely; the informal agreements may include current and non-current official and non-official publications, including surplus duplicates; while priced exchange arrangements generally embrace current non-official publications.

To the eleven active "Brusselians" and the forty-five Executive Agreement countries, and to forty-nine foreign jurisdictions with which there are informal arrangements, the Library sends either a "full set" of documents consisting of about eight thousand pieces printed an-

nually at the United States Government Printing Office or a "partial set" made up of about one thousand pieces a year from the same source. In return the Library expects to receive a comprehensive set of the official publications issued currently by the foreign exchange partners.

Formerly by statute, now under regulations issued pursuant to the Surplus Property Act of 1950, the Library receives annually from other federal libraries in the District of Columbia between two and one-half and three million pieces which are deemed by them to be of no further use to their agencies. About 98 per cent of this material is non-current. As the receipts are reviewed, materials are selected for the Library's collections and for exchange use. The remainder is disposed of by transfer to other federal libraries, by sale to dealers and others, by donation to American public and private educational institutions, and by sale as waste paper, in that order. Because of the quality of surplus duplicates available for exchange use, no attempt is made to list them. Exchange partners are asked to indicate subject fields of interest and the exchange assistants select titles for them within these fields.

Exchange matters are handled by four sections of the exchange and gift division: the American and British exchange section, the European exchange section, the orientalia exchange section, and the Hispanic exchange section. These sections are organized on a geographical and language basis, and the staff of each section works with exchange relations occurring in the area assigned to it.

Under this division of responsibilities, the exchange staff may explore the possibilities of acquiring materials desired by the Library in their respective areas beyond the mere acceptance or rejection of exchange offers. Each section head is responsible for conducting a country-by-country survey within his

area of operation to determine the existence of scientific and learned societies and academic institutions, to discover the publications of these cultural bodies, to determine those publications which the Library receives, to ascertain from the recommending and selection officers the desirability of acquiring those not received by the Library and to attempt to acquire by exchange those desired for addition to the collections. This survey responsibility extends also to the review of foreign governmental agencies to determine whether needed official publications may be acquired under existing agreements or whether new documents-exchange agreements should be concluded. In all these activities the advice and assistance of the various divisions of the reference department and the law library play a tremendously important role. The Library is especially fortunate in being able to call upon the Department of State and the United States Information Agency, including their posts abroad, for aid and information in its exchange and purchase programs.

Of particular assistance in locating possible exchange partners is Part II of the *Handbook on the International Exchange of Publications*, second edition, published by UNESCO in 1956, and current exchange offers listed in the monthly issues of the *Unesco Bulletin for Libraries*. The *Handbook* contains in Part II, Section I, the names and addresses of international organizations, subdivided as to intergovernmental organizations and non-governmental organizations, and in Part II, Section II, an outline of the exchange activities in eighty-four countries and thirty-seven territories, including the work of the national exchange centers, addresses of national bibliographical centers, and exchange offers of individual institutions. Countries are arranged in alphabetical order and a separate index to them is included. The section is arranged in the

form of a directory, since it consists mainly of addresses and titles of publications. Within each country the subjects of materials for possible exchange are indicated by numerals from 0, for general interest and bibliography, to 16 for applied science and technology. Physics and chemistry constitute category 12 in this classification.

One notes that only three institutions are listed as exchange sources for the USSR: The Lenin State Library, Moscow, the Fundamental Library of the Social Sciences Section of the Academy of Sciences, Moscow, and the Academy of Sciences, Department of International Exchange, Leningrad. When the *Handbook* was compiled, the Library of Congress's exchanges with institutions in the USSR were restricted to the three mentioned, but during the last two years LC and many other American libraries have found that direct exchanges may be concluded with other Russian institutions. At present, the Library of Congress has some 180 such exchanges.

To make its receipts of materials generally known, the Library of Congress publishes, in addition to numerous monographs and its printed catalog cards, the following periodicals:

The National Union Catalog, a Cumulative Author List Representing Library of Congress Printed Cards and Titles Reported by Other American Libraries which includes titles with imprint dates of 1956 and subsequent years.

New Serial Titles (alphabetical arrangement), a monthly list with annual cumulations which are self-cumulative over five-year periods, contains serials commencing publication after December 31, 1949. Some 280 libraries report their new serial titles to this publication.

New Serial Titles—Classed Subject Arrangement contains the same material as that in the alphabetical arrangement but is available in monthly issues only.

The East European Accessions Index

is a monthly record of publications issued in the languages of the following East European countries: Albania, Bulgaria, Czechoslovakia, Estonia, Hungary, Latvia, Lithuania, Poland, Rumania, and Yugoslavia. It includes monographic publications issued after 1944 and periodical publications issued after 1950 which are currently received by the Library of Congress and, as reported, by about 120 other American libraries.

The *Monthly Index of Russian Accessions* is a record of publications in the Russian language issued in and outside the Soviet Union. It includes monographic publications issued after 1944 and periodical publications issued after 1946 which are currently received by the Library of Congress and, as reported, by 155 other American libraries.

The *Southern Asia Accessions List* is a monthly record of publications pertaining to Southern Asia currently accessioned by the Library of Congress and some thirty cooperating libraries. The List includes monographs in several languages of South Asia and Southeast Asia bearing an imprint of 1947 or later. Selected articles from periodicals in Western languages and periodicals in the major vernacular languages of these Asian areas, published since January 1954, are included.

The *Monthly Checklist of State Publications* lists those documents of the states and territories of the United States received by the Library of Congress.

The *Library of Congress Catalog, Books: Subjects, a Cumulative List of Works Represented by Library of Congress Printed Cards*. The possibility of expanding this publication to become a union subject index is now being explored.

It should be noted that all of these publications except the *Monthly Checklist of State Publications* and the *Library of Congress Catalog, Books: Subjects*

contain the reported holdings of other American libraries.

For other periodical and monographic publications of the Library, one should consult the *Annual Report of the Librarian of Congress* and the current issues of the Library's *Information Bulletin*.

Because the accessions lists of Russian and East European materials contain most of the titles currently received in this country from their respective areas and because of their wealth of detail, it appears worthwhile to describe them further.

The *Monthly Index of Russian Accessions* consists of three parts, with the first two arranged under seventeen broad subject classes: *Part A* lists monographic literature with titles both transliterated and translated into English; *Part B*, lists Russian periodicals with their transliterated titles and the tables of contents of each issue translated into English; and *Part C* serves as an English subject guide to the monographs and periodical articles listed in each issue. In Volume IX, completed in March 1957, the number of subject index entries for periodical articles and monographs reached 137,797 of which, it is estimated, over 70 per cent were in the fields of science and technology. (At the Library of Congress these fields are treated in separate classification schedules under Geography and Anthropology, Science, Medicine, Agriculture, Technology, Military Science and Naval Science.) Over eight thousand subject headings are employed in each monthly issue of *Part C*. If, for example, one is interested in artificial satellites, he will find under this subject entry in the November 1957 issue, eight titles in English followed in each instance by the periodical title and issue in which the article appeared. Similarly, ninety-seven article and book references can be found under thirty-nine general chemical subject entries in the letter *C* and sev-

eral hundred other references can be found for specific chemical topics in other sections of the alphabetical subject guide. Thus, the research worker who does not read Russian but does read English may determine those current Russian language accessions in his subject field which may be worth having translated for his study.

In the *East European Accessions Index* monographic and periodical titles are arranged by country and grouped under the seventeen general classes with monographs and periodicals separately alphabetized under each class. Each monograph is listed in the original language or in transliteration followed by an English translation of the title. Each periodical is listed in the original language or in transliteration followed by a descriptive annotation in English. A listing of the contents in English is provided for selected periodicals in accordance with their importance and the availability of staff. This index, too, contains a subject guide in English to the monographic and periodical publications analyzed in it. In volume VI, completed in December 1957, the number of subject index entries for periodical articles and monographs reached 135,664 of which, it is estimated, over 50 per cent were in the fields of science and technology.

Over 25 per cent of the Library's classified collections consists of materials in the areas of science and technology. Through its science division the Library offers reference and bibliographical services on its materials in these fields including its extensive collection of United States Government scientific reports, for which it maintains open catalogs that may be consulted by any reader visiting the library.

Monographs are generally available on loan from the Library under usual

(Continued on page 495)

By WAYNE S. YENAWINE

Education for Academic Librarianship

AMERICAN HIGHER education today is at the crossroads.¹ The immense problem of formulating a program of post-secondary education for our future intellectual leaders is challenging and perplexing. During the next quarter century major questions involving financial support, the curriculum, physical facilities, and national utilization of trained personnel will be resolved. How these questions are resolved will inevitably affect academic libraries in many ways. We can safely conclude that our service standards are seriously jeopardized unless we can marshal more imaginative thinking and ingenuity than we have marshalled in the first decade of the postwar period.

Service standards of the future will rest on our ability to meet the general and personal library needs of students and faculty. To some extent increased enrollment will result in an increase in the size of the faculty. If industry and government continue to siphon off a high percentage of the graduates of advanced programs, even an increase in the number of students in our doctoral programs will not supply the demand for college teachers. If an acute shortage of college teachers develops, the methods adapted by college and university presidents to cope with the problem could throw more of the burden of instruction on librarians by placing greater reliance upon library materials

as sources of information and media for independent study. No doubt, an enlarged student body and faculty will increase demand for materials and professional library services. In turn academic libraries must find qualified librarians for expanded staffs.

If we assume that our present structure of professional education continues, library schools will continue to be a principal source of professional staff members. Library school directors and academic librarians have a common interest in the problems of recruitment, curriculum, and placement. This discussion concerns an analysis of some current aspects of these common problems from the points of view of the administrator and the library educator. Generalizations are based on data collected by questionnaires from a representative sample of academic librarians and from most of the library school directors.

College and university librarians today are operating 10 per cent below budgeted staff. Conservatively estimated, there are between 500 and 800 unfilled positions in academic libraries. College libraries with their smaller staffs have fewer vacancies than the medium sized or larger university libraries, but their problem is a more acute one because it is more difficult for them to compensate for the staff shortage and they are not in a financial position to compete with the larger libraries for available replacements. Vacancies are created by retirements and resignations. In 1956, 10 per cent of the vacancies that occurred were not filled, and by September, 1957, the situation did not improve. Some

¹ Paper presented at the Eastern College Librarians Conference, Columbia University, November 30, 1957.

Dr. Yenawine is Director of the Libraries and the Library School, Syracuse University.

positions vacated were abolished, but this slight advantage was more than balanced by the new positions established to take care of increasing work loads, to implement expanded services, and to staff new buildings. In the past ten years, the number of staff members has increased about 50 per cent. Librarians expect their staffs to increase another 25 per cent in the next decade. There is evidence to believe that half of the academic libraries in the country will increase their staffs 50 per cent and expansion is projected by college and university libraries alike.

Turnover of staff members in academic libraries generally appears to be about 15 per cent annually, and librarians have had the greatest difficulty filling such positions as: cataloger, science librarian, reference librarian, documents librarian, administrator (associate librarian or head of department), subject specialist in charge of special collections, archivist, and junior professional assistant. While most librarians report prolonged and frustrating searches for catalogers, science librarians, etc., any unfilled professional position is a serious replacement problem.

Today administrators are obtaining more replacements from unsolicited applicants than they are from candidates recommended by library schools. Ten years ago, administrators more frequently relied on library schools for the names of prospective applicants and through their cooperation administrators received more help from library schools in filling vacancies than they did from any other source. A librarian can unquestionably choose the type of library, kind of library work, location, and climate he wishes. Apparently librarians are neither shy nor retiring about asking for what they want and frequently take the initiative in changing positions.

In locating replacements most aca-

demic library administrators have relied at various times on advertisements, suggestions from librarians within and outside the staff, national or local placement agencies, and civil service registers. Many administrators have filled vacancies by appointing librarians with whom they were personally acquainted and by recruiting individuals who were professionally educated after appointment. Such methods of locating replacements are not new, but as the supply of candidates from library schools has trailed demand, they are all assuming a greater importance in the replacement picture. The sources ranked in order of importance to administrators in filling vacancies are as follows: unsolicited applications, library school recommendations, advertisements, staff suggestions, professional colleagues, national and local placement agencies, recruiting, and civil service registers.

The largest and many of the smaller university libraries have appointed librarians who are also subject specialists. They may be departmental and college librarians, catalogers of special fields, curators of special collections, or bibliographers responsible for the selection and acquisition of highly specialized materials. Some college librarians also have appointed librarians with training in subject fields to curatorships of special collections. In some libraries, there has been a deliberate attempt to develop the reference staff as a group of subject specialists. The present subject specialization in academic libraries is widespread, and administrators expect an increase in the number of positions requiring librarians who are familiar with the literature and research methods peculiar to special fields of knowledge.

In spite of personnel shortages, turnover, and the difficulties in finding replacements, the standards for selection of professional personnel are high.

In general, administrators require the M.S. in L.S. degree from an accredited library school as a minimum qualification for professional appointment. Its equivalent is sometimes expressed in terms of a baccalaureate degree plus experience or training in library science. Personnel policies in some of the larger libraries involve requirements of linguistic skills. Administrators do not expect a change in minimum standards for professional appointment. However, the librarians of some of the smaller college libraries report that "we are being forced to swing away from rigid requirements for our library staff positions due to the shortage. . . . We now have an excellent librarian who is not a library school graduate."

Academic librarians are reasonably well satisfied with the graduates of the fifth-year master's program of professional education. At least there is general acceptance of the product of our American method of preparing librarians. Without alternative plans, it cannot be assumed that acceptance of the product vindicates the method and perhaps more feel, as one librarian did, when he wrote that "not much can be accomplished in one year. If the student attains a degree of professional *weltanschauung* and missionary attitude, that's about all we hope for from library schools." Granted that a librarian cannot learn all he needs to know about librarianship in a one-year program, he can and does apparently make a place for himself in academic libraries.

Library schools are not without critics among academic librarians, of course. While one librarian complains that library school graduates are "inadequately trained to take supervisory position," another one thinks the schools are "training too many chiefs and not enough Indians." While one librarian feels that library school graduates have

an "insufficient knowledge of the theory and philosophy behind library techniques," another feels that "beginning catalogers show the lack of drill in fundamentals." While one librarian objects to how little the library school graduate knows about the content of books, another librarian bemoans the fact that graduates lack a broad knowledge of bibliographic titles and sources. Such conflicting opinion is understandable, but the library school is not likely to find much help in the criticism. Administrators do feel that too many library school graduates are lacking in imagination, initiative, maturity and a sense of professional ethics. Some librarians deplore the library school graduate's inadequate understanding of research methods and knowledge of the history of books and libraries. No doubt certain of these deficiencies are corrected with experience or continuing independent professional education. If librarians were plentiful, administrators could more often find the person who had just the right qualifications. However, in a period when the demand for professional librarians exceeds the supply, administrators too often have to compromise for someone neither the least nor most desirable. Some unhappiness about the qualifications of recently appointed librarians is no doubt the result of selection practices.

From the reports of academic librarians, the supply of professional replacements emerges as a critical factor now, and it is apparent that the importance of this factor will not diminish in the years that lie immediately ahead. An adequate supply of librarians is largely dependent upon the vocational attractiveness of librarianship, the success of coordinated recruiting programs, and the statesmanlike leadership among library educators. As long as the library school is the agency in our national

educational system responsible for the preparation of librarians,² the library school can be expected to affect significantly the future of academic librarianship to the extent that it fulfills in number and quality of graduates required, reflects the needs of tomorrow in the curriculum, and effectively places graduates for maximum utilization in the profession.

During the past five years, library school enrollment of candidates for advanced degrees reached a peak in 1954 and then dropped back again. In the fall of 1957 enrollment was encouragingly, if not significantly, higher than it was the year before. In the last three years enrollment steadily increased at 40 per cent of the library schools, has see-sawed up and down in 42 per cent and has decreased at the rest of the schools. Each of these three groups includes schools of varying size. Twenty-seven library schools in the United States reported enrollments for the first semester of 1957-58 ranging from eighteen students to 361. Although the average enrollment was eighty-five students, the alarming fact is that the median enrollment was only sixty-three students.³ Another alarming aspect of the picture is the fact that for the past five years, less than 60 per cent of the students enrolled in library schools have completed degree programs and graduated. By the combined efforts of all library schools in recent years, less than 1,500 graduates have been qualified for professional appointments each year, and academic libraries alone need half of 1956's graduates.

All of the library schools are eager to attract students whose previous academic training includes a concentration

² This does not deny the fact that we also rely on programs of training abroad in which some of our librarians were prepared as well as on-the-job training by which some of our subject specialists have been prepared for professional duties.

³ In most library schools, the ratio of part-time students to full-time students was three to one.

in one of the subject fields. Many of their information bulletins include statements about the career opportunities in librarianship for the professionally educated subject specialist. Today 14 per cent of the students enrolled for advanced degrees in library science have master's degrees in subject fields and 1.5 per cent have doctorate degrees in subject fields. In the fall of 1957 all but two of the library schools had students with master's degrees enrolled and almost half of the library schools had students with doctorates.

From the viewpoint of the library science educator, there is no significant difference in the pre-professional education required for academic librarianship and the pre-professional education required for any other type of librarianship. It must be remembered that a program of professional education has been developed on the following principles:

3. That the primary instructional objective of five-year program shall be to develop professional personnel grounded in the fundamental principles and processes common to all types of libraries and all phases of library service.

4. That instruction for specialized service in libraries may occupy a place in this basic program but not at the sacrifice of necessary general academic and professional preparation.⁴

All library school directors feel that the best academic preparation is a general (liberal arts and sciences) education with a strong major in a subject field. Library educators emphasize the desirability of concentration in a subject field, but place no more emphasis on the humanities than on the science and social science fields. A preference is felt for the fields distinguished by a scholarly

⁴ "Proposals for Accrediting Professional Programs; A Statement of Policy by the ALA Board of Education for Librarianship," *ALA Bulletin*, XLV (1951), 10.

tradition in contrast to the narrower, vocational fields, although the educator concedes that training in the latter fields occasionally has pertinence in academic libraries. There is general agreement among library school directors that students preparing for academic librarianship should have a fluent reading knowledge of foreign languages.

It must be recognized that these statements concerning pre-professional study are opinions only and that library schools have a very limited opportunity to control the pre-professional curricula of their students. Some effort is made to compensate for this handicap through control over admissions following the general policy:

That professional schools which do not have effective control over courses outside the professional curriculum through guidance or prescription shall be responsible for achieving overall objectives through selection of students and/or requiring relevant course work subsequent to admission to the professional school.⁵

Although positive evidence is lacking, it is safe to say that very few individuals have been denied admission to library schools or required to take relevant courses subsequent to admission because they presented inadequate academic preparation. In this period of intensive recruitment of library school students, the admissions officer is not likely to deny, for this reason, admission to a candidate who very likely is sponsored and perhaps financially supported by a library to which he has promised to return for staff appointment. To be sure, a great many students enroll in library schools without strong convictions about the type of library or phase of librarianship for which they want to prepare. Some will have had another vocational interest which influenced their college

programs, and very few will have been influenced by library school recommendations concerning pre-professional curriculum. Library school graduates too often do not realize (if in fact they realize at all) until they are on the job that they are poorly educated at the collegiate level for academic librarianship. Inadequacies in educational background do not necessarily handicap the student in successfully completing the master's program in library science, although inadequacies do frequently account for a student's uneven performance in library school courses.

Once the student is enrolled in the library school's degree program, the library educator does exercise control over his professional program of study. The comments of academic library administrators concerning the product of the library school raise questions about the library school's educational objectives and the curriculum designed to achieve these objectives. Dr. Harold Lancour expressed the educator's point of view when he said that the present curriculum:

... is designed to produce recruits to the library profession who will have the basic knowledges, some technical skills, and a motivating philosophy for professional service. In an educational system which emphasizes principles rather than practice, drill training in specific techniques is less important than the imparting of an understanding of the role that the library and the librarian is to play in modern life. Routinized skill and artful practice come from experience. Modern library school faculties feel that these things can be learned best on the job. The truth is that library schools today do not pretend to produce a technician who will perform at optimum capacity the first day or the first week that he begins work in a library. The faculty of the library school is not thinking of the individual in his first year as

⁵ *Ibid.*

a professional librarian so much as they are thinking of his career twenty-five years later. The real success of the teaching of a library school faculty will be determined by the quality of the individual as a member of the library profession at the peak rather than at the beginning of his career.⁶

The professional curriculum consists of basic required courses in library science, and when the student declares his preference for academic librarianship, he is generally also required to take courses covering the administrative problems and organization of college and university libraries, special problems of cataloging and classification, government publications, and subject bibliography. A few library schools require courses in communications and documentation. Programming at this point is influenced by the student's aptitudes or interests in the service, the technical, or the administrative phases of academic librarianship. The sequence of courses often includes such courses as the History of Books and Libraries,⁷ Advanced Reference, Development of Library Resources, Reading of Adults, Audio-Visual Materials and Services, Theory of Cataloging and Classification, and Methods of Research. In addition to library science courses, a number of library schools require students preparing for academic librarianship to take courses in the fields of higher education and in management, usually offered outside the library school. Typical of these courses are American Higher Education, Organization and Government of Higher Education, Contemporary Philosophies of Higher Education, Intellectual History of the American People, Theory of Management, and Personnel Administration.

⁶ H. L. Lancon, "American Library Education Today," *Canadian Library Association Bulletin*, XIII (1957), 289.

⁷ One library school requires a course described as the History of Scholarly Libraries.

Until recently, the terminal professional degree awarded the graduate of a library school was the master's degree. Academic libraries had a potential supply of replacements from two library school programs: the B.S. in L.S. program and the master's program. The University of Chicago Graduate Library School pioneered alone for two decades with a doctoral program in library science, and it was not until after the post-war revolution in library education, that doctoral programs in library science were established at the University of Illinois, the University of Michigan, Columbia University and the University of California. The full impact of the latter programs on academic libraries has yet to be felt.

The present fifth year master's program is the principal source of academic librarians and library schools receive 31 per cent of the requests for help in filling vacancies from administrators of academic libraries. In June 1957, library schools sent 29 per cent of their graduates to academic libraries. Practically all of these new academic librarians met the minimum professional qualifications of an M.S. degree in library science. Less than one half of one per cent of the graduates of the library schools were awarded doctorate degrees in library science. Thus far the doctoral program in library science is not a very promising source for staff replacements in academic libraries.

The graduate who combines a sound undergraduate program and a year of professional study does not necessarily satisfy the library school director. Some graduates complete satisfactorily all requirements for a master's degree in library science, but the library school director knows these individuals are not likely to grow intellectually or professionally. Since testing techniques leave much to be desired, and the pressures

to admit students are strong, some graduates will be disappointing as academic librarians. Of much greater concern, however, is the inspired graduate who has the capacity and drive to make a real contribution to librarianship. His first position is a challenge and his enthusiasm is a priceless asset. His professional growth and development are largely dependent upon the orientation, guidance, and encouragement he receives on the job. It is here that the library school director believes that the academic librarian has a responsibility to continue the professional education begun in the library school. The "sink or swim" policy with new librarians is shockingly inconsistent with library school education and out of place in a period of personnel shortage.

All library schools are frustrated by the fast flood of requests for the relatively few graduates who are available for appointment, and with few exceptions, library schools are not satisfied with enrollment. The shortage of librarians is not a problem which library schools alone can solve. The recruiting of library school students is a professional problem. No librarian is exempt from responsibility. The time has passed when the academic librarian could feel satisfied if he occasionally influenced an outstanding student assistant to enroll in a library school. Now many academic librarians are working hard on recruitment, but not too many; and usually the same ones who are most vocal about the shortage of librarians, still sit back thinking as the hungry preacher did that "the Lord will provide." Likewise some library school directors rationalize a do-nothing policy on recruitment. One fortunate director reports that "Our student body is filled each year by the usual process of applications from interested candidates." Another director comments that "Direct recruitment of library

schools seems to me to be questionable and certainly not fruitful. A working librarian is a far better recruiter than a college professor." A third director reports "We do not recruit: The University is not willing for its faculty members to spend university time and money on recruitment. The librarians should be doing the recruiting."

There is something to be said for the attitude that recruiting is the librarian's job. Educating is the teacher's job. However, this attitude sounds a little too aloof to be appropriate in a period of crisis. In general, library schools are hard at work too, on recruiting programs. These involve dissemination of information about librarianship and educational facilities, alumni activities, "feeder" programs, and sponsorship of high school student librarians associations. From the appearance of some recent library school publications it is quite apparent that they have learned how to convey information in print with eye appeal and readable copy. There has been a significant improvement in the effectiveness of information bulletins or catalogs. Eight of the library schools have published promotional brochures which are welcome additions to recruiting literature. Many of the schools are represented at high school convocations, high school and college career days, and meetings of local clubs. One library school sponsors an annual "recruitment day" on its campus. Bulletins, scholarship and fellowship announcements, and letters are the most frequently used media of communication, although some library schools also use newspaper releases about alumni appointments to prominent positions, TV flashes, and radio spot announcements.

Library schools are increasing the number of extension programs and workshops both on and off the campus, and these, in addition to the under-

graduate programs in library science, are excellent recruiting media. The difficulties of equalizing the educational advantages of extension courses and resident programs of study are offset in part by the opportunity extension courses provide for training many who could not enroll in resident programs. The necessity of full-time employment, family responsibilities, etc., prevent many from enrolling as resident students.

However successful current recruiting efforts prove to be, library school directors observe that the cost of professional education is still an insurmountable handicap to many prospective librarians. In comparison to other professions, librarianship offers very little scholarship aid. In recognition of critical manpower shortages, industrial leaders were alert enough to see that an increase in the number of scholarships would increase the number of trained persons available to them. Librarians can also find the financial support for more scholarships. Experiments with the two-year, work-study program should be encouraged as another method of helping the student defray the cost of his professional education.

In conclusion, academic library administrators and library school directors recognize the acute shortage of librarians. The former no longer expect the library school alone to supply replacements for professional staff and the latter no longer rely solely on the librarian to send students. Both categories are contributing their talents and resourcefulness to the recruitment program and both are helping in their respective ways to improve the attractiveness of librarianship as a career. The replacement problem will continue to be acute until the number of high quality graduates from library schools significantly increases. In the meantime the extensive proselytizing

of librarians is like "robbing Peter to pay Paul," and the academic librarian who has a liberal budget is in the best position to attract replacements.

We live in an age of specialization, but academic librarians still have not decided whether they need the generally trained specialist or the specially trained generalist. Library schools are admitting as many students with master's and doctor's degrees in special fields as possible, but they have found no effective way of relating the recruitment of such students to the needs of academic libraries.

There is good reason to doubt the wisdom of luring into librarianship those specially trained for other professions, but at the same time, librarianship gains from the trained leadership transferred from the professions. Unfortunately, however, few academic libraries can attract leaders from the professions of teaching, law, medicine, engineering, and architecture. Granting the need for subject specialists in academic libraries, the library school cannot yet lure the successful practitioner from another profession with either the personal or material rewards of librarianship.

It is obvious that neither the academic library administrator or the library school director is sufficiently pleased with the graduate to be confident about admission policies or the curriculum of the library school. Yet these two seem poles apart; they are not agreed on the qualifications of recruits for professional training or on the nature and content of the curriculum. Some academic librarians criticize library schools but fail to advise or exert any influence on professional educational planning. Likewise some library school faculties studiously protect themselves from contact with practicing librarians in the belief that only in this way can they lead. Neither viewpoint is

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By KENNETH R. SHAFFER

The Case Method in Library Education

WHILE TRADITIONAL methods of instruction have been through lectures, suggested reading, discussion, and examination, these methods have never proved to be satisfactory in the area of library administration.¹ With the emergence of graduate programs in library science some seven to eight years ago, it became apparent that the lecture-discussion-reading approach was not acceptable. In large part, this stemmed from the fact that courses in library administration are, in a sense, not courses in librarianship. They are related rather to general considerations of administration as they might occur in any professional or business area.

In searching for a teaching technique that would meet the requirements of graduate courses in library administration, certain considerations were obvious. First, administration is an art rather than a science. It is less important to impart a body of knowledge to the student, and yet quite important to develop in the student a logical manner of thinking in terms of administrative problems and situations wherein he will make recall to all the resources, including his own training, experience, and the literature of the profession, which might apply to any given administrative problem. Administration, furthermore, is an art wherein solutions are relative to the

individual situation and the individuals in it. There are no "pat" answers. If courses in administration are to succeed at all, they must produce a student who is happy in the realization that any given problem may be satisfactorily handled by the library administrator in a variety of sometimes even opposed solutions. It requires the discovery of a technique that will mature the student rather than simply transfer a body of knowledge to him.

As we approached this teaching problem at Simmons some seven years ago, we began experimentally to try to evaluate teaching techniques in other professional areas involving similar objectives. The group dynamics approach, fashionable at that time, was found not to provide the solution. The use of audio-visual material similarly was unsatisfactory—especially in terms of cost. The case method, upon trial, was found to promise the best results to the teacher of library administration.

The case method is one which perhaps has had its longest use in legal education, but as a teaching device it has reached its perfection in business education, and particularly at the Harvard Graduate School of Business. At Harvard, experiments in using case material in business education began as early as 1910, but within the last decade and a half the school has reached a refinement in this technique where now the entire sixteen courses comprising the two-year master's program in business administration are conducted solely by case presentations.

Accordingly, we began to experiment at Simmons in 1951 with this approach, and found that it promised a satisfactory

¹This article was adapted from material included in a "Preliminary Report to the Association of College and Reference Libraries and the United States Steel Foundation on a Grant to Aid in Research and Preparation of Case Studies Dealing With Current Administrative Problems in American Liberal Arts College Libraries," May 1, 1958.

Mr. Shaffer is Director, School of Library Science, and Director, College Libraries, Simmons College, Boston.

technique for teaching library administration. We began cautiously—simply adding a few cases to administration courses toward the end of the term. Within a four- to five-year period the use of cases in administration courses had certainly proved itself, but an adequate trial was not possible because of the lack of a supply of good case material. As will be shown later, the grant received in February 1956, from the United States Steel Foundation, through the ACRL, made an adequate supply of such materials available to the point where we feel that the teaching problem has been more than satisfactorily resolved.

Although the use of cases at Simmons follows the methods used at Harvard very closely, various interpretations needed to be made in terms of library education. Briefly, the technique developed at Simmons is as follows. During the course of each administration class, some fifty cases are brought to the attention of the student. Most of these are relatively brief—from three to twelve single-spaced mimeographed pages. Some are advanced cases and vary from thirty to fifty pages in length. The two types of cases serve differing purposes and are handled quite differently in terms of class use.

Short cases are handed to the students in groups of from five to ten, and a clear indication is made to the student as to when the cases will be discussed in class. In preparing the cases for class use, the student reads each case through as many times as he or she requires, and then marshals all the information needed for the solution of the problem. This material may involve personal experience in libraries or other types of work situations. It certainly will involve all of the library science training that the student has received, and it may involve research into relevant professional literature and beyond such literature. It habituates the student to determine infor-

mation needed to solve the case and then, either by synthesizing his own experience or by research, to acquire the necessary bases of solution. When this point has been reached, the student's next step is to try to think logically through the case and to reach logical administrative conclusions and evaluations. The student may be aided in this process by informal discussion with other members of the class. The final step in class preparation involves the student's preparing a speaking *aide-mémoire* which will help him in class participation, and which also serves important pedagogical functions for the instructor.

In the classroom, responsibility for case analysis is both voluntary and involuntary. The instructor first summarizes the case so that it is clearly differentiated from other cases which students have been preparing. He then reads a series of questions intended to be suggestive of the principles involved which appear at the end of each case. At this point the instructor calls upon a student to present the case. A solution to a case may take from five to fifteen minutes. The instructor then calls upon a second student to deal with the case. The second student may agree basically with the first presentation and simply add certain reservations, differing points of view, or additional comment. Or, the second person called upon may take an entirely opposed position in the solution of the case and make a complete analysis and solution in his own right. At this point the case is thrown open for voluntary class discussion, and usually at this stage there are as many people ready to participate in the discussion as there are students in the class. In the event that the two original speakers presented differing points of view, the class will usually line up in two camps, arguing the logic of their differing positions. When the case has been fully presented by students, its classroom presentation has

been concluded. This conclusion frequently is in terms of two or at least three quite different points of view, for indeed there are no right or wrong answers to an administrative problem, and a feeling of security in the face of a situation which is essentially a subjective one is an important contribution of the case method. At the conclusion of the class the instructor asks for the *aides mémoire* which all students have prepared, and thus has a clue to the thinking and progress of each member of the class for every case, even though some members of the class may not have spoken extensively in discussion. The *aides mémoire* in the course of the term enable the instructor to follow the thinking processes of every student with accuracy and convenience.

Longer cases running from thirty to fifty or even more pages, rather than dealing with a specific administrative situation or "incident," deal with a total institution, or with some large segment of an institution. In longer cases, the solution is prepared by the student in a carefully written report which may itself run to twenty or twenty-five pages. The function of these written analyses is to give the instructor a direct clue not only to the thinking process of the student but also to the methods he has used, the depth at which he has integrated his own experience, his professional training, his research in solving the case and, finally, his ability to handle a larger and more complex situation in concise, logical written form.

The foregoing will indicate that the position of the instructor, where the case method is used, is an unusually exciting one. It has sometimes been said that with the interest which the case method invariably stimulates, the role of the instructor becomes that of a kind of traffic "cop" whose business is first to keep discussion moving along profitable channels and away from irrelevant tangents and, on the other hand, to keep

students from giving each other black eyes! Many a veteran teacher will testify that this is quite a different role from the desultory and polite discussion that all too frequently results from the lecture method. To be sure, the demands made upon the instructor seem far greater than in the traditional forms of teaching, but this is compensated for by the enthusiasm and excitement of the classroom experience, and by the growth of the student in terms of his reasoning abilities as such a course progresses.

With the resources which the United States Steel Foundation and ACRL grant made available, the School of Library Science was prepared for the first time to gather systematically case materials. This in itself was a new experience both here and in the library field, for heretofore case materials were drawn from personal experience or experience at second hand that suggested itself with case applicability. In approaching this activity on a larger basis than in the past, we soon discovered that we had much to learn, and that there were many factors that required attention that had not been anticipated.

By way of illustration, we knew that the Graduate School of Business Administration of Harvard University had little or no difficulty in collecting case materials. The Harvard School of Business Administration is well known and, furthermore, it has a distinguished body of alumni who have infiltrated many of the larger businesses which it might wish to use as a source of case materials. Certainly its three decades of interest in case studies are well known in the business area. For this reason, an invitation on the part of the Graduate School of Business Administration to a firm to participate in a case study almost invariably is received with welcome. The researchers who are sent to gather case information are given every facility and help, and the firm "surveyed" usually feels a sense of satisfaction, if not flat-

ter, for being involved in the educational process in this way.

We soon learned that at this juncture, at least, a similar psychology does not always prevail among librarians. We discovered in the course of expeditions to various libraries that even an oblique reference to the collecting of case materials often produced a defensive reaction. Even if it did not outrightly result in a lack of welcome, it served as a deterrent in many instances to the gathering of case information. Similarly, even when it was possible to persuade a library to become the subject of a case, permission to use the case for classroom purposes and to reproduce the case in mimeographed form as a teaching vehicle was frequently impossible, or, at least, difficult and time-consuming to obtain. Where permission was granted, it frequently required a period of six months for the submitted case to go through the channels of the parent authorities. This reluctance sometimes occurred even though it was suggested that the library's actual identity be disguised so that it could not be readily recognized except by those who were intimately familiar with it.

A completed case is not a dependable teaching tool until it has been tested in the classroom at least once and preferably twice. Classroom use frequently indicates the omission of important information that proves relevant to a consideration of the case—or, in a very rare number of instances, it may indicate that the case must be entirely rewritten or even discarded. This means of course that before cases could be considered completed, considerable time might be required to gather and write the case itself, to secure permission to use the case, and then to fit it into the classroom situation effectively.

The length of time required in the process of producing a tested, extended case study of a complete in-

stitution is particularly protracted.

In the gathering of case materials it was found that a special talent and training is required on the part of the case researcher and writer. Many people who have administrative potential or experience and who would seem to have every prerequisite for the task simply failed to have a sense of the case situation, so that the choice of individuals to assist in the execution of the grant became a very important factor in the process.

The reluctance of librarians and their parent administrative authorities to participate in the project is partly accounted for by the newness of the case method in the library field, and undoubtedly it will tend to disappear as the case method becomes more common in library education. This reluctance has even more serious implications. It has become a serious factor in the use and certainly in the publication, in the larger sense of that word, of case materials. In spite of the most careful attention to the disguising of certain cases, in more than one instance an attempt has been made to identify a case with a particular institution. While I should not want to indicate by any means that publication of the cases, or most of the cases that have been gathered, is impossible, I should like to report that legal investigation will need to be made before publication in any general form, such as a book, can be contemplated. Legal investigation on this point is now being made, and every attention to this factor is being taken cognizance of in case writing and editing.

While the application of the case method to library education should never cover all or even a large part of the library science curriculum, at Simmons it has enabled us to develop a teaching technique that may have significant effects upon library education. As indicated, such effects are already apparent at Simmons.

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

BOSTON UNIVERSITY LIBRARY has been given a valuable collection of Lincoln letters, documents and related materials, numbering eighty-six items. Of special interest is an order to General Winfield Scott to suspend the writ of habeas corpus. The donor is the Honorable Edward C. Stone, a member of the Massachusetts Senate and chairman of the Board of Trustees of the university.

COLUMBIA UNIVERSITY LIBRARIES have received a gift of 343 literary works, including ninety rare and first editions of Rudyard Kipling, as well as ten letters—in excellent condition—by the noted British author. Other first editions in the collection are twenty of Mark Twain and twenty-five of Edna St. Vincent Millay. The gift was made by Mr. and Mrs. Soltan Engel of New York.

THE DENVER PUBLIC LIBRARY has acquired the original register of the Colorado Pioneer Society listing nearly 1,200 persons who came to Colorado prior to February 28, 1861, the date it became a territory. The register gives name, birth date, home town, date of arrival in the gold regions, and date of death. It was the gift of Mr. and Mrs. Benjamin Draper of San Francisco.

THE FREE LIBRARY OF PHILADELPHIA was the sole beneficiary of the \$40,000 estate left by Henry Schwab who died early this year in the U.S. Naval Home in Philadelphia. Described as an avid reader on the verge of blindness, Schwab served thirty years as a water tender before retiring from the Navy in 1937. His legacy, consisting largely of stocks and savings accounts, was left without restriction.

THE LIBRARY OF CONGRESS has received two groups of Chester A. Arthur manuscripts that increase its holdings of the twenty-first President's papers five times. Five hundred items came from a grandson, Chester A. Arthur III of San Francisco, and twelve early letters were given by

Charles E. Feinberg of Detroit. Prior to these gifts, it had been believed that, except for a small group of manuscripts that came to the Library of Congress in 1925, Arthur had destroyed his papers the day before his death. These new acquisitions provide a basis for a substantial biography.

THE LOS ANGELES COUNTY LAW LIBRARY has obtained an important collection of California Supreme Court briefs and transcripts. The documents cover 542 cases heard between 1861 and 1867. Called the Shafer-Goold-Dwinelle collection, it is one of the few covering this period still extant in the state.

THE PAPERS of Judge Alton Brooks Parker have been presented to the Library of Congress by his widow, Mrs. Amelia C. Parker, and his granddaughter, Mrs. Mary H. Oxholm, both of New York City. Parker flourished at the turn of the century. He was a justice of the New York Supreme Court, of the New York Court of Appeals, and chief justice of the Appellate Division of the State Supreme Court. In 1904 he was the Democratic Party nominee for President. The 6,000-item collection gives an intimate picture of political activity in New York State at a time when it dominated national politics.

A MAJOR COLLECTION of the work of Arthur Rackham has been purchased by the Free Library of Philadelphia. Gathered over a period of thirty-seven years by Mrs. Grace Haskell of Altadena, Calif., the 400-item collection embraces all facets of the illustrator's career from the publication of his first book in 1893 to a volume published in 1940, a year after his death.

THE UNIVERSITY OF TEXAS LIBRARY has bought the celebrated *Bibliotheca Parsoniana*, 40,000 volumes and several thousand manuscripts assembled during 60 years by E. A. Parsons of New Orleans. The collection includes Americana with emphasis on Louisiana, a distinguished group of Dante materials, more than 500 research items covering the period before 1500, and materials

on graphic arts and the history of communications, to name but a few high points.

WASHINGTON UNIVERSITY LIBRARIES, St. Louis, have received a \$72,000 endowment fund to buy books in the field of engineering. The money was the bequest of Jessie L. Whitman, a niece of Walt Whitman.

BUILDINGS

THE CITADEL, Charleston, S.C., has announced the award of all construction and equipment contracts for its new library-museum which is scheduled for completion early in 1960 at a cost in excess of one million dollars.

HOFSTRA COLLEGE LIBRARY, Hempstead, N.Y., recently completed construction of a three-floor wing, adding 15,000 square feet of floor space and releasing stack room space for 50,000 circulating books. The new wing was made possible through a \$250,000 bequest from the estate of the late William J. Gallon, textile manufacturer.

PUBLICATIONS

THE AMERICAN ASSOCIATION OF LAW LIBRARIES has announced the forthcoming publication of the *Cumulative Index to the Law Library Journal*, a one-volume author-subject index to the first fifty volumes. Copies will be available early in 1959 at \$16 each. Orders may be placed now with Dorothy Salmon, Law Library, University of Kentucky, Lexington, Ky.

Application of a Telereference System to Divisional Library Card Catalogs. A Feasibility Analysis is a study of the application of "telereference"—consultation of a card catalog from a remote location by closed-circuit television—to a library system involving central and divisional catalogs. The study was made by the Operations Research Department of the Engineering Research Institute of the University of Michigan, under the sponsorship of the Council on Library Resources, Inc. Copies are available free on application to the University of Michigan, Willow Run Laboratories, Operations Research Department, P.O. Box 2008, Ann Arbor, Mich.

BANTAM CLASSICS is an important new series of paperbound reprints of works that have made an indelible impact on Western

culture. Bantam Books plans to publish between twenty-five and thirty-five titles a year at prices ranging between 35 cents and 75 cents. The early volumes include Dreiser's *Sister Carrie*, Conrad's *Lord Jim*, and Huxley's *Brave New World*. Novels, plays, biographies, scientific accounts, and biography will be included. All titles will be unabridged.

The Catalogue of the African Collection in the Moorland Foundation, Howard University Library contains more than 5,000 titles of books, pamphlets, periodicals, and newspapers relating to Africa. The 398-page book was compiled by students in the program of African Studies and edited by Dorothy Porter, supervisor of the Negro Collection. The volume is obtainable for \$6.00 from the Moorland Foundation, Howard University Library, Washington 1, D.C.

A CHAPBOOK in the Columbia University Libraries was used as the model for a letterpress reproduction issued by the Printing Office of Colonial Williamsburg, Williamsburg, Va. Master printer August Klapffer and his co-workers used all appropriate techniques and materials to simulate the eighteenth-century children's book. Copies are available at \$20.00 each; address C. Clement Samford at the Printing Office.

CHICAGO TEACHERS COLLEGE LIBRARY has issued a revised edition of its staff manual. Copies are for sale at \$1.50 each. Write Fritz Veit, director of libraries, Chicago Teachers College and Wilson Junior College, 6800 South Stewart Avenue, Chicago 21.

THE UNIVERSITY OF DETROIT LIBRARY has prepared a *Library Manual for Faculty*. A copy will be forwarded to anyone who sends 10 cents to cover mailing costs.

ROBERT B. DOWNS, director of the library and the library school, University of Illinois, is the editor of *The Status of American College and University Librarians* (ACRL Monograph No. 22), a collection of fifteen papers on the question of academic status for college librarians.

THE LIBRARY BINDING INSTITUTE has issued two pamphlets giving standards for library binding and prebinding. Their purpose is to eliminate confusion between binders and their customers concerning min-

imum specifications. These standards result from research and study by the sixty members of LBI, their suppliers and customers. Single copies may be obtained free from any certified library binder or by writing to Library Binding Institute, 10 State Street, Boston 9.

LIBRARY USES OF RAPID COPIERS, a series of papers presented at the meeting of the Copying Methods Section, RTSD-ALA during the San Francisco Conference in July 1958, have been issued in offset form by the Library Photographic Service of the University of California, Berkeley. Libraries desiring copies are asked to send 15¢ in stamps to cover handling and mailing costs to the Library Photographic Service, Room 20, General Library, University of California, Berkeley 4.

RICHARD LYONS, order librarian at North Dakota Agriculture College, is the author of a book of eclogues entitled *One Squeaking Straw*, recently published by the North Dakota Institute for Regional Studies.

Mental Health Book Review Index, published since January 1956 as a semiannual supplement to *Psychological Newsletter*, has become a separate publication. The index lists books in this field and cites three or more signed reviews appearing in some ninety selected English language journals since 1954-55. Subscriptions (\$3.00 for two issues a year) may be sent to Miss Lois Affelbach, Paul Klapper Library, Queens College, Flushing 67, N.Y.

THE MILWAUKEE PUBLIC LIBRARY has issued two new publications. *Periodicals Currently Received* lists 4,200 titles available for reference in the library. Of particular interest are the lists by Wisconsin state publications and those issued by organizations and industries in the Milwaukee area. The price is \$10.00. *Milwaukee City and County: A Statistical History* (90p. \$2.15) describes Milwaukee's economy by statistical presentations on virtually all facets of its activity. Orders should be sent to Sale Pamphlets, Milwaukee Public Library, 814 West Wisconsin Avenue, Milwaukee 3.

NUMBER 51 of the *Occasional Papers* published by the University of Illinois Library

School is entitled "The Founding of Social and Public Libraries in Ohio, Indiana and Illinois Through 1850." The author is Haynes McMullen, associate professor, division of library science, Indiana University. He discusses eight major factors that contributed to the establishment of these libraries: the settling of the frontier, population growth, immigration patterns, business cycles, increase in per capita income, legislation, presence of colleges and lyceums. Copies are available free by writing to Editor, *Occasional Papers*, University of Illinois Library School, Urbana, Ill.

LAWRENCE CLARK POWELL, librarian, UCLA, is the author of *Passion for Books*, announced for publication January 19 by World Publishing Company. The book describes Dr. Powell's experiences as a reader and collector of books.

A SPANISH TRANSLATION of *Code for Classifiers* by W. S. Merrill has been prepared by Edward Heiliger, librarian, Undergraduate Division, University of Illinois in Chicago, and published by Editorial Kapelusz, Buenos Aires. Mr. Heiliger was formerly director advisor, Biblioteca Central de la Universidad de Chile and director of the Biblioteca Benjamin Franklin, Mexico City.

THE TALISMAN PRESS has published its third book, *A Trip to Pike's Peak*, by Dr. C. M. Clark (129p. \$6.00). This new edition of the 1861 item is a fair sample of the press's contribution to Western Americana. Owned and operated by Robert Greenwood, reference librarian at San Jose State College, the press may be reached through Post Office Box 255, San Jose, California.

University Research on International Affairs, by John Gange (Washington, D.C.: American Council on Education, 1958, 147p. \$3.00), covers characteristics of administrative settings for this research, organization and methods, problems of access to materials, outlets and uses of the research, and suggested subjects for examination. Of particular interest to librarians is Dr. Gange's discussion of security problems that severely limit acquisition and use of certain materials.

THE UNIVERSITY OF VIRGINIA LIBRARY has released *Page Turners: A Report on Their Usefulness for a Closed-Circuit TV Project*. The 14-page report contains data about four machines for remote control page turning of books and periodicals. An appendix lists basic requirements for a workable device. This report is the outgrowth of an experiment in the use of closed-circuit TV for reference use. The project was financed by the Council on Library Resources, Inc.

MISCELLANEOUS

THE NEW BUILDING of Canisius College Library, Buffalo, N.Y., was formally dedicated at the start of the academic year. The extension program included a major address by Dr. George H. Healey, curator of rare books, Cornell University. He described the fantastic career of Sir Thomas Phillips who made collecting manuscripts an obsession.

THE CATHOLIC LIBRARY ASSOCIATION has announced that a \$600 scholarship will be given each year for study toward the master's degree. Of this sum, half is to be repaid within two years of earning the degree. Lay persons as well as religious may apply to the Scholarship Committee, Catholic Library Association, Villanova, Pa. The deadline is January 15, 1959.

COLLECTOR'S CHOICE was the title of an exhibition featuring items chosen from the personal book collections of alumni, faculty and students of Williams College, 1898-1958. William A. Jackson, librarian of Houghton Library, Harvard University, spoke on "Book Collecting Today" at the opening reception in the Chapin Library.

FIRST STEPS have been made to form a classification research study group similar to the one that has flourished in England for some years. Its purposes would be: (1) to promote basic and applied research in classification without favoring any particular system; (2) to afford members to exchange information; (3) to encourage publication of relevant papers; and (4) to hold meetings and sponsor symposia from time to time. Persons interested in fundamental and applied classification research should contact Dr. Phyllis A. Richmond, University of Rochester Library, Rochester 20, N.Y.

LLOYD ALLEN DUNLAP has been appointed consultant in Lincoln studies at the Library of Congress. A distinguished Lincoln scholar, he will select materials for an exhibition honoring the sesquicentennial of the President's birth and collaborate in compiling catalogs, bibliographies and other publications.

INFLATION finally caught up with the cost of Library of Congress printed catalog cards. A new price schedule went into effect on September 1 so that the Card Division could meet statutory requirements of cost plus 10 per cent. *Cataloging Service, Bulletin 46*, dated August 1958, gives full details.

THE NATIONAL BOOK COMMITTEE has appointed Barbara Emerson, formerly with CBS-TV Public Affairs Division, to direct public relations activities for National Library Week, April 12-18, 1959.

THE UNIVERSITY OF NEBRASKA LIBRARY now participates in the Midwest Inter-Library Center. The membership of this cooperative storage library has grown from ten to twenty in less than a decade.

THE NORTH CAROLINA UNION CATALOG is growing steadily with minimum expense to the contributing libraries, thanks to an unusual instance of aid from a commercial institution. The Wachovia Bank and Trust Company is using microfilm equipment in its branches throughout the state to copy author cards in public, college, and special libraries. The film is sent to the University of North Carolina Library where the entries are checked against the union catalog. Thus an added saving stems from not having to make unnecessary duplicate cards.

The Sondley Reference Library was the first participant to accept the bank's generous offer. Margaret Ligon and her staff alphabetized 25,741 author cards, then had them microfilmed in two hours by the bookkeeping department of the Asheville bank. The cooperativeness of the Wachovia Bank can be judged by the fact that, when these films proved difficult to read, officials ordered their cameras adjusted to a 25 to 1 ratio for all future union catalog assignments.

ROBERT COLLEGE in Istanbul has announced that the position of Librarian will

become vacant in June 1959 as a result of the resignation of Anne F. Jones, who has held the post for the past seven years. Applications from persons with appropriate experience in college or university libraries are invited. For further information, write to Miss Elizabeth Ralston, Near East College Association, 40 Worth Street, New York, N.Y.

RUTGERS UNIVERSITY Graduate School of Library Service has been awarded \$25,000 by the U. S. Office of Education to conduct a pilot study of the effectiveness of central library service in elementary schools. Part of the Office of Education's Cooperative Research Program, this project is the first to be supported in the library field. Professor Mary V. Gaver will be research director of the eighteen-month study.

ST. BONAVENTURE UNIVERSITY presented its centennial citation to Sister Mary Bernice, R.S.M., Librarian of Mercy Hospital, Buffalo. The award was "in recognition of her outstanding library service in her religious community, to the Catholic Library Association and to the Diocese of Buffalo."

A NEW PUBLISHING HOUSE has been founded to advance scholarly publishing in this country. University Publishers, Inc., 59 East 54th Street, New York 22, is an independent nonprofit organization that will provide complete editorial, manufacturing and distribution services to academic and nonprofit institutions. In addition to work for universities that lack their own presses, University Publishers will produce items with its own imprint. Francis R. Bellamy, former director of Associated College Presses, is president of the firm.

ALA representatives at collegiate ceremonies this fall include Mrs. RODNEY M. CHADWICK, assistant cataloger at Russell Sage College, at the inauguration of Richard Gilman Folsom as president of Rensselaer Polytechnic Institute, Troy, N.Y., October 4; Miss MARION B. GRADY, librarian of Ball State Teachers College, at the inauguration of Robert H. Reardon as president of Anderson College and Theological Seminary, Anderson, Ind., October 11; WYMAN W. PARKER, librarian of Wesleyan University, at the inauguration of Francis Horn as president of the University of Rhode Island, Kingston, R.I., October 15; FELIX E. HIRSCH, librarian of Trenton State College, at the inauguration of K. R. Bergethon as president of Lafayette College, Easton, Pa., October 18; JOSEPH N. WHITTEN, librarian of the Cooper Union, at the inauguration of Richard H. Heindel as president of Wagner Lutheran College, Staten Island, N.Y., October 19; CHARLES W. MIXER, assistant director of libraries of Columbia University, at the inauguration of Harold Walter Stoke as president of Queens College, Flushing, N.Y., October 22; LAWRENCE CLARK POWELL, librarian of UCLA, at the inauguration of Norman H. Topping as president of the University of Southern California, Los Angeles, October 29; Miss FLORA B. LUDINGTON, librarian of Mount Holyoke College, at the inauguration of Glenn A. Olds as president of Springfield College, Springfield, Mass., October 31; and CLARENCE GORCHELS, visiting assistant professor at the school of librarianship of the University of Washington, at the inauguration of Charles Odegaard as president of the University of Washington, Seattle, November 6-7.

Collecting Scientific Publications

(Continued from page 478)

interlibrary loan regulations and, subject to donor, copyright and other legal restrictions, photoreproductions of its holdings may be purchased from its photoduplicating service. For the purpose of furnishing research workers with photocopies of unpublished or out-of-print

government-sponsored scientific and technical reports, the Office of Technical Services of the Department of Commerce and the Atomic Energy Commission have deposited over 142,000 such reports with the Library's photoduplication service.

Personnel

ANDREW D. OSBORN came to the United States from Australia's National Library more than thirty years ago, and since then

has influenced American libraries—and will continue to influence them—in a remarkably large number of directions for one whose major assignments have been primarily in the field of cataloging.

Dr. Osborn's "The Crisis in Cataloging" presented before the

Association of Research Libraries in 1941 was a major landmark in the "Agonizing Reappraisal" which has lead to cataloging simplification in our libraries, both great and small. His volume on "Serials" is one of the important publications on a technical library problem. His contributions through a long series of surveys at the Library of Congress, the University of Pennsylvania, the University of Illinois Library School, the Army Medical Library, and many others, has been great. His work in five different library schools has left its mark on a large number of men and women who are already about to enter senior library positions. His influence on the younger librarians at the New York Public Library and at Harvard has been noteworthy as he brought to them the realization that library work was exciting and also full of intellectual content. His valiant efforts as Carl Milam's right-hand man at the United Nations Library, and later as Interim Chief there, helped to keep that struggling library on its feet and should not be forgotten.

Osborn's extra-mural work in the past two years alone—first as chairman of the joint committee on a third edition of the Union List of Serials; then as ALA Representative in Germany to discuss the coordination of cataloging rules and practices;

and finally as the maker of the study for the Council on Library Resources on "Cataloging at the Source"—should remind us, as he takes up his new work "down under," in September 1958, at Australia's largest university library at Sydney, that the man some of us may have thought of as Australia's gift to American librarianship may well become in turn our gift to Australian libraries. Our loss will be their gain.—Keyes D. Metcalf.



Andrew D. Osborn

PAUL H. BUCK, director of Harvard University Library, has been named by Harvard President Nathan M. Pusey to the newly created Carl H. Pforzheimer University Professorship. Under the new professorship, Mr. Buck will be identified with the small group of distinguished scholars at Harvard who, as university professors, are set free to work "on the frontiers of knowledge" without regard to departmental lines. The new professorship honors the memory of a New York investment banker who was a leading bibliophile and collector of books and manuscripts of English and American Literature. It is endowed by a gift from the Carl and Lily Pforzheimer Foundation, which maintains the Pforzheimer library in New York. Mr. Buck, Pulitzer prize-winning historian and former Provost of the University, has been director of the University Library since 1955.

The Illinois Alumni News, October 1958, states that the title of Director ROBERT B. DOWNS, head of the University of Illinois Library and director of the Library School, has been changed to dean of library administration. The change recognizes the all-university responsibilities of the office and the heavy increase in administrative work in recent years. The dean of library administration heads the entire university library system, and has charge of the main library at Champaign-Urbana and all departmental libraries on the three campuses of the University.

Appointments

MRS. E. H. ASHTON is research librarian of the California Research Corporation's oil field research laboratory at La Habra, California.

MARY LOU BARKER is head cataloger of the new University of South Florida Library, Tampa. Her last post was that of head cataloger at the Georgia Institute of Technology, Atlanta.

BETTY EMILY BARTLETT, formerly assistant, humanities division, Florida State University Library, has been appointed head, social studies and humanities division, Clemson College Library, Clemson, S.C.

ANN M. BASART has joined the staff of the reserve book room of the general library, University of California at Berkeley.

SHIRLEY ANN BAUGHMAN has joined the serials department of the general library, University of California at Berkeley.

WILLIAM C. BERGES has joined the staff of the forests products library of the University of California at Berkeley.

MERRILL G. BERTHRONG, formerly head of the circulation department of the University of Pennsylvania Library, is now librarian, administration.

F. M. BLACKBURN, formerly assistant to the librarian, University of Missouri, is now librarian of West Texas State College, Canyon.

IDA A. BULLEN, formerly reference assistant in the Kanawha County Public Library, Charleston, is now assistant librarian of the Morris Harvey College, Charleston.

PHYLLIS ANNE CAINE has joined the staff of the engineering library, University of California at Berkeley.

DONALD W. CHRISTENSEN is circulation librarian at the University of Delaware, Newark.

MARTHA COVEY, formerly with the University of Florida Library, is now reference librarian at Emory University, Atlanta.

JAMES C. COX is associate librarian for all libraries of Loyola University, Chicago.

ALBERT JAMES DIAZ, formerly special collections librarian at the University of New

Mexico, is now sales and promotion manager of the Microcard Foundation, Madison, Wis.

VIRGINIA DONLEY is circulation librarian of the Fenn College Library, Cleveland.

EDWARD DORO is senior reference assistant, rare book room, Sterling Library, Yale University.

MISS LUCILLE DUFFY, formerly assistant chief catalog librarian and acting head of the catalog division at the University of Washington, is now chief catalog librarian.

RICHARD G. ELLIOTT, formerly librarian at Fairmont State College, Fairmont, W. Va., is now head librarian at the College of Idaho, Caldwell, Idaho.

ROBERT L. ENEQUIST, formerly administrative assistant in the fine arts department of the Enoch Pratt Free Library, Baltimore, has been appointed librarian of Wagner College, Staten Island, N.Y.

ROBERT E. FESSENDEN, previously in charge of the undergraduate library, UCLA, is now first assistant to the college librarian.

OLIVER T. FIELD, formerly chief, catalog branch, Air University Library, Maxwell Air Force Base, Montgomery, Ala., is now chief, technical services division.

BUDD L. GAMBEE, formerly film librarian at Ball State Teachers College, Muncie, Ind., is now associate professor in the department of librarianship at the New York State College for Teachers, Albany.

ELIZABETH H. HAMILTON has joined the staff of the Bancroft Library, University of California at Berkeley.

G. A. HARRER, formerly chief acquisition librarian of Stanford University, is now assistant director for central services in the same library. He will be responsible for coordination and general oversight of the acquisition, catalog, and circulation divisions.

JENNETTE E. HITCHCOCK, head of the subject cataloging section of Yale University since 1952, is now chief catalog librarian at Stanford University.

GEORGE R. HUNTER, formerly documents

librarian at Oregon State College, is now science librarian at Idaho State College.

ELEANOR JOHNSON, formerly head of the periodicals department, New York Academy of Medicine, is now librarian of the biomedical libraries, University of Chicago.

MIRIAM JONES is documents librarian at the Emory University Library. She comes to Emory from the University of Florida, where she served for two years in reference.

NORAH E. JONES, formerly supervisor of the reserve book room, University of California Library, Los Angeles, is now college librarian at UCLA.

MOTHER JUSTIN, R.S.H.M., has been appointed assistant librarian at Marymount College, New York.

PETER KUDRIK is order librarian of the Stanford University Library.

CYNTHIA LESTER is now circulation librarian at Connecticut College in New London.

JOHN P. McDONALD, a member of the Washington University (St. Louis) Library staff since 1954, first as chief of reference and later as assistant to the director, is now assistant director for readers' services.

EMMETT McGEEVER, formerly chief of the publications office of the John Crerar Library, is now science librarian at the University of Tennessee.

KATHLEEN PATRICIA MCKIBBIN has joined the reference-circulation division of the biomedical library, University of California at Berkeley.

HANS MAYER is librarian of the Morristown National Historical Park Library, Morristown, N.J.

VIOLET IRENE MENOHER has been appointed reference librarian, science, technology and agriculture division, Clemson College Library, Clemson, S.C.

BEATRICE MONTGOMERY is head cataloger of the Baylor University Library, Waco, Tex.

MARGARET L. MUSTARD is assistant librarian in the catalog department at the Virginia Polytechnic Institute Library.

ELOISE F. NEWLON, formerly assistant librarian of the Morris Harvey College, Charleston, is now acting librarian.

MISS ELISABETH NORIE is assistant chief catalog librarian, University of Washington.

FLORINE A. OLTMAN, formerly Air War College librarian, Maxwell Air Force Base, Alabama, is now chief of the bibliographic assistance branch, Air University Library, Montgomery, Ala.

BURTON A. RONIE, formerly humanites librarian in the Massachusetts Institute of Technology, is now head of the gift and exchange section, Yale University Library.

MICHAEL SADOSKI is senior science librarian at the Stanford University Library.

DIANA WOODS SEYMOUR, formerly serials cataloger in the Baker Library at Dartmouth College, is assistant in acquisitions in the Alderman Library, University of Virginia.

MARGARET SMART, formerly reference and periodical librarian at the University of Dayton, is now in the reference department of the Air Force Institute of Technology Library, Wright-Patterson Air Force Base, Ohio.

DONALD SMITH, librarian of Wagner College, Staten Island, since 1955, is now administrative assistant to the director of libraries of Boston University.

VIRGINIA R. SPERL is chief cataloger at the Albert Einstein College of Medicine, New York.

VIRGINIA A. STAGGERS is chief of the Technical Reference Library, Federal Civil Defense Administration, Battle Creek, Mich.

JOHN STONIS is now librarian of the Clinch Valley College of the University of Virginia.

RAY R. SUPUT is librarian at the Garrett Biblical Institute, Evanston, Ill.

MARIBEL SUTHERLAND is reference librarian in the physical science reading room, Carol M. Newman Library, Virginia Polytechnic Institute.

JAMES TYDEMAN, for the last three years serials librarian at Southern Illinois University, is now annex librarian at Western Michigan University.

ROBERT L. UNDERBRINK is assistant head of acquisitions, State University of Iowa Library.

GEORGE VDOVIN is director of the technical information service of the Stanford University Library.

ESTHER ZEDNER of the Karolinska Institutet, Stockholm, is serving as geology librarian at the University of Kentucky in 1958-59.

Retirements

CORNELIA AYER GRAHAM retired at the end of the 1958 summer session from the librarianship of South Carolina's Clemson College. For the past thirty-six years she has been actively engaged in the development of Clemson's library resources and services.

A native of Griffin, Georgia, Miss Graham received the bachelor of science degree from Georgia State College for Women and the certificate in library service from Columbia University in New York City. Prior to entering the library profession, she taught Latin in the public schools and did welfare work in Caroleen, North Carolina. In the early 1920's Miss Graham joined the Clemson College Library staff, and has served successively as Clemson's assistant librarian (1922-25), agricultural librarian (1926-31), and librarian (1932-58).

Active in professional organizations, Miss Graham holds membership in the American Library Association, the Association of College and Research Libraries, the Southeastern Library Association, and the South Carolina Library Association. She has served the South Carolina Library Association as Secretary and as President, and has worked on numerous committees of that association.

She was chairman of one of the sub-committees which compiled ACRL Monograph Number Nine, *A Recommended List of Basic Periodicals in Engineering and the Engineering Sciences* (1953). In addition, Miss Graham has also been active in the social, cultural, and educational life of the Clemson community.—John David Marshall.

DEBORAH KING, head of the circulation department at UCLA retired July 1, 1958

HARRY POOLE, a member of the Yale University Library staff for the past fifty-two years, retired in June 1958. He began working for the Yale Library in 1906 at the age of fourteen and was supervisor of gifts and duplicates at the time of his retirement.

NANNIE RICE retired from the Mississippi State University Library July 1, 1958, after forty-two years of continuous service. She was college librarian from 1934 to 1948 and assistant librarian and head of reference from 1948 to 1958.

MARGARET INGLIS SMITH has retired as chief reference librarian at the University of Michigan after thirty-eight years of service.

Necrology

CATHERINE H. GATES, assistant librarian of the Weld County Library, Greeley, Colorado, died August 27, 1957. Mrs. Gates was previously acquisitions librarian at the Colorado State College for seven years. A scholarship in her memory has been established by the Colorado Library Association, of which she was president in 1955.

SAMUEL A. IVES, curator of rare books at the University of Wisconsin Memorial Library, died August 9, 1958, at the age of 49. Prior to coming to Wisconsin, Mr. Ives was employed at Columbia and Yale, and as a cataloger and bibliographer by book dealers in New York and New Haven.

MAUD LOUISE MOSELEY, chief of the catalog division of the University of Washington Library, died July 30, 1958. She had been associated with the catalog division of the University of Washington since 1930 and was head since 1939.

HARRIET B. PRESCOTT, who retired from the headship of the cataloging department of the Columbia University Libraries in 1939, died in New York on August 21, 1958, at the age of 92.

CHRISTOPH WEBER, formerly director of the university libraries in Kiel and Münster, died on March 25, 1958.

From the President

The other day at our Graduate Convocation the president of my university spoke of the eagerness and excitement which always prevail on the campus with the beginning of the fall quarter. Even the weather cooperates in its briskness. I am sure the same thing is true on your campus. Certainly this spirit motivates the ACRL office in Chicago and your committees and sections, many of which are off to a running start.

Lewis C. Branscomb

Let's look backward for a moment to San Francisco before we cite the possibilities ahead. It was a most stimulating conference and I can honestly say that I have never enjoyed a convention city any more. The wonderful food, the quaintness of the town and its cosmopolitan air contrived to make it an unforgettable experience. Donald Coney and David Heron deserve our thanks for an excellent job of program planning.

Although announcements have been made concerning them, perhaps it is well to mention again several ALA actions taken at San Francisco which affect ACRL. Council decided that no general sessions or program meetings are to be scheduled for Midwinter, but are to be planned for the summer General Conference. This arrangement has its advantages. It should make it easier to get our essential business done in January, saving the summer meeting for a concentrated program of informational and inspirational sessions for the membership. Another decision, and this one is a cause of concern for some of our ACRL colleagues, places the responsibility for book selection in the hands of the type-of-activity divisions, although initiation and review of projects rests with the type-of-library divisions. It is difficult to be certain how this arrangement will work out until it has been tried, but I am hopeful and optimistic about it. If it does not

appear to be working well after a reasonable period of operation, we should not be timid about saying so.

One further item from the San Francisco Conference may be of interest. At a meeting of the ALA Washington Conference Program Committee a suggestion was made that divisions might be willing to curtail somewhat their own summer conference meetings in favor of stronger General Sessions with universal appeal. Your representative strongly opposed this suggestion, stating that the ACRL membership would insist upon good programs in their own areas of interest.

Turning now to some committees and projects, it is good to report that Paul Bixler arrived in Burma August 11 and is well settled and hard at work establishing a social sciences library as an essential part of the instructional program of the new Faculty of Social Sciences of the University of Rangoon. This two-year project is supported by the Ford Foundation and administered by ACRL acting for ALA. An ACRL committee will advise Mr. Bixler.

The Nominating Committee, chairmanned by Stanley West, met in San Francisco, finished its work in September and will present its report at the Board of Directors meeting in January.

The important and productive work of the Foundation Grants Committee is moving along under the strong drive of Mrs. Dorothy Crosland, its present chairman, who has made a number of contacts with foundations since San Francisco. The committee meets again in late November. I feel that the future potential of this effort is tremendous.

The membership of the ACRL Committee on National Library Week is in process of appointment and will have valuable suggestions to make to John Robling who again this year heads up the national program.

A difficult area, but an important one, is that of ACRL organization. You will recall the Board approval in July for establishing this committee. I hope that it will study many aspects of the ACRL organiza-

tion and general program including publications, state and regional chapters, and relations with other divisions and with ALA. This committee should be fully appointed by the time you read these words.

Ralph Ellsworth has consented to serve as chairman of the *ad hoc* Committee to Explore the Relationship between the Law Library and the University Library.

Alton Keller's ACRL Conference Program Committee reports a meeting held in Washington on September 25 with exciting possibilities for meetings, tours and free time. We expect (and will receive) a fine program from this committee for our meetings in the capital city in June.

The Committee on Standards, Felix E. Hirsch, chairman, is hard at work revising its draft of new college library standards in the light of valuable suggestions made in San Francisco and expects to present a revised draft to the ACRL Board of Directors in January.

As for section activities, the newly formed Rare Books Section is planning a pre-conference seminar in Charlottesville in June. It is also eager to attract to its sectional membership those who work with and/or who are deeply interested in rare books and manuscripts. I am greatly pleased and optimistic about this newest addition to the ACRL sectional family.

The Subject Specialists Section, enriched by the recent inclusion of the humanists and the social scientists, is broadening its program to meet the needs of all its members. The section has agreed upon its By-laws, and plans to publish them shortly.

The University Libraries Section has a formidable array of worthwhile projects to work upon.

I was gratified to note, as I hope you were, the passage by the Congress of the National Defense Education Act of 1958, with an appropriation of \$900,000,000. ACRL and many other educational organizations supported this bill.

It now looks as though ACRL will be permitted to have a constitution as well as bylaws. The ALA Committee on Constitution and Bylaws is scheduled to present for adoption in Washington in June an amendment to Article VI of the ALA Bylaws which relates to the operation of divisions, which will probably include a statement making divisional constitutions permissive.

Finally, I want to say that ACRL is in a healthy condition. With many of our problems of reorganization behind us, we are now in a position to devote our major efforts to a vigorous pursuit of a multifaceted program designed to improve the services of college and research libraries.—*Lewis C. Branscomb, ACRL President.*

Education for Academic Librarianship

(Continued from page 486)

sound and creates barriers to an essential common understanding.

Opportunities exist within professional organizations for a closer contact of librarians and professional library educators. Both groups need to combine and correlate their experience, judgments, and ideas on recruitment, curriculum,

placement, and planning. Cooperatively it would be possible to develop a more effective recruiting program and a superior educational program. Cooperatively it would be possible to develop procedures for evaluating the performances of graduates on the job and using the resulting data in more intelligent planning for the education of academic librarians.

By GERMAINE KRETTEK

A Report from Washington

MORE THAN A THOUSAND BILLS in the field of education were introduced in the 85th Congress. A number of these proposals have significance for the libraries of colleges and universities.

BILLS PASSED

National Defense Education Act

One of the last acts of the 85th Congress was the appropriation of \$40 million to launch the National Defense Education Act of 1958, which was enacted just before adjournment. The cost of the four-year program has been estimated at \$887 million. Public Law 85-864 is a compromise measure, drafted by a House-Senate conference committee. The legislation sets up a basic four-year program of repayable loans to college students and various aids to spur science, mathematics, and language teaching. The outright scholarship provision was eliminated.

Several titles in this new act apply to institutions of higher education and a number of the provisions can be interpreted as significant to libraries and librarians.

Title II, *Loans to Students in Institutions of Higher Education*, provides Federal assistance in the establishment of student loan funds for making low interest loans to students to pursue their education at colleges and universities. Up to one-half of any loan is cancelled for service as a full-time teacher in a public elementary or secondary school in a state. The Act authorized an appropriation of \$47.5 million during the current fiscal year, of which \$6 million was appropriated initially. Colleges and universities will be required to provide \$1.00 for every \$9.00 received in Federal funds. Assuming that the loans would average about \$600 per student, approximately eleven thousand Federally-supported loans

could be made under the amount appropriated for the first fiscal year.

Since school librarians are certificated as teachers in almost all states, these student loans may be interpreted as available to prospective school librarians.

Title IV, *National Defense Fellowships*. Approximately 160 colleges and universities are eligible to participate in this program to expand graduate education at the Ph.D. level to increase the number of well-trained college teaching personnel. One thousand fellowships are authorized during the current fiscal year and 1,500 during each of the three succeeding years. Preference will be given to nominees interested in teaching in institutions of higher education. In addition to these fellowships, the Act authorizes grants to their institutions to help finance the new or expanded programs.

When conditions set forth in this act have been met, these fellowships may apply to graduate study for librarians, but probably at the doctoral level only.

Title V, *Guidance, Counseling, and Testing*, authorizes two related programs: one for secondary schools and one for institutions of higher education. Institutions of higher education may apply directly to the Office of Education for contracts to set up training institutes for guidance and counseling personnel. The Act authorizes an appropriation of \$6,250,000 for support of the training institutes, of which \$2 million is now available. There are no specific matching requirements. It is estimated that the full sum authorized would provide sixty institutes and training for 2,350 counselors. Library resources in this field will need to be expanded.

Title VI, *Modern Foreign Language Development*. Under this title colleges and universities may apply for funds to establish short-term or regular session institutes to provide further training for persons teaching foreign languages or preparing to become language teachers. Regulations are al-

Miss Krettek is Director of ALA's Washington office.

so being prepared under which colleges and universities may receive Federal assistance in the establishment and operation of special centers to provide instruction for future teachers, government personnel, and others in languages now rarely taught in this country, and instruction in the customs, laws, economic systems, and other aspects of the countries concerned.

Institutions which contract with the Office of Education for the establishment and operation of the institutes and centers will require library materials not only in the foreign languages but in fields needed to provide a full understanding of the countries in which such language is used, such as "history, political science, linguistics, economics, sociology, geography, and anthropology." Increased materials and expansion of existing libraries will be required.

Title VII, Research and Experimentation in More Effective Use of Television, Radio, Motion Pictures, and Related Media for Educational Purposes. This title authorizes grants or contracts to public or nonprofit agencies, organizations, and individuals for projects of research and experimentation on this subject. It also authorizes the Commissioner of Education, directly or through grants or contracts, to study the need for increased use of these media, prepare and publish materials useful in encouraging and making better use of such media for educational purposes, and provide technical assistance to state and local educational agencies and institutions of higher education in the use of such media. A first step in this program will be appointment of an advisory committee. The Act authorizes \$3 million for this program the first year, of which \$500,000 has been appropriated initially. Some research is expected to get under way at colleges and universities during the second semester of this current academic year.

The provisions of this title will be of tremendous interest to educational institutions throughout the country and should be of interest to all librarians.

Title IX, Science Information Service. This unit is established in the National Science Foundation. Through it, the Foundation will provide or arrange for indexing,

abstracting, translating, and other services leading to a more effective dissemination of scientific information, and will undertake programs to develop new or improved methods for making scientific information available.

Counterpart Funds

The act to amend and extend the Agricultural Trade Development and Assistance Act of 1954 (P.L.85-931), signed by the President on September 6, 1958, makes it possible to use counterpart funds for abstracting, translating, indexing, acquiring, and otherwise making available in the United States materials from abroad. Specifically, it provides "For financing under the direction of the Librarian of Congress, in consultation with the National Science Foundation and other interested agencies, in such amounts as may be specified from time to time in appropriation acts, (1) programs outside the United States for the analysis and evaluation of foreign books, periodicals, and other materials to determine whether they would provide information of technical or scientific significance in the United States and whether such books, periodicals, and other materials are of cultural or educational significance; (2) the registry, indexing, binding, reproduction, cataloging, abstracting, translating, and dissemination of books, periodicals, and related materials determined to have such significance; and (3) the acquisition of such books, periodicals, and other materials and the deposit thereof in libraries and research centers in the United States specializing in the areas to which they relate."

Educational Exchanges

In enacting the appropriations bill for the Department of State, the Senate increased the funds for the international educational exchange program. This program received \$20.8 million last year, the Administration requested the same sum for the coming year, and the House allowed the full amount of the request. The Senate, however, voted \$30.8 million for international exchange of students, teachers, leaders, and specialists. In conference, agreement was reached on a total of \$22.8 million. All the increase is

specifically earmarked for Latin-American exchanges.

In addition to the funds directly appropriated, the international educational exchange program also is authorized to use foreign currencies derived from sale abroad of surplus United States agricultural commodities. Last year, about \$3.5 million was available from this source. The House voted to permit use of \$6.75 million in foreign currencies for educational exchanges during the coming year, and the Senate approved use of \$8.75 million. The compromise figure agreed upon by the conferees was \$7.25 million.

Research Grants

Public Law 85-934 authorizes Federal departments and agencies to make or enter into contracts for basic scientific research at nonprofit institutions of higher education, or at nonprofit organizations whose primary purpose is the conduct of scientific research.

Tariff-Free Audio-Visual Materials

The President signed Public Law 85-458 on June 13, 1958, which permits colleges, schools, and other institutions promoting the arts, sciences, and education to import free of duty sound recordings, slides, and transparencies for its own use or for the encouragement of the fine arts and also permits such institutions to import free of duty picture film to be used in certain nonprofit television broadcasts. The provisions of the Tariff Act of 1930 which exempts from duty books, maps, and similar articles for educational and nonprofit use is thus brought up-to-date with the addition of materials used in educational radio and television broadcasts.

Medical Teaching Facilities Construction

The Congress passed H.R.12876 which extended for three years the Health Research Facilities Act of 1956 which established a program of Federal matching grants for the construction of health research facilities. This bill has been signed into law (P.L.85-777).

The Congress did not act on the bill (H.R.11913) to amend the Public Health

Service Act to authorize grants for research and teaching facilities for existing and new medical, dental, and public health schools. Frederick G. Kilgour, librarian of Yale Medical Library, filed a statement for ALA with the House Subcommittee on Health and Science in support of the proposals which would stimulate the equipping and construction of health libraries as a section of health research and teaching facilities.

Postal Rates

On May 27, 1958, President Eisenhower signed Public Law 426, 85th Congress, the combined postal rate and postal pay bill (H.R.5836). It will go into effect on various dates until July 1, 1961, though most rates became effective August 1, 1958. New rates are:

First-Class Mail

Regular letters	—4¢ ounce	Airmail	—7¢ ounce
Post-cards	—3¢ each	Airmail cards	—5¢ each

Second-Class Mail

No change was made in the present second-class rates for publications of nonprofit organizations or for classroom use, except that in no case will the charge per piece be less than the present minimum of $\frac{1}{2}$ of a cent.

Third-Class Mail

Per Piece Rate: 3¢ two ounces, $1\frac{1}{2}$ ¢ each additional ounce.

Bulk: per piece, 2¢, effective January 1, 1959, and $2\frac{1}{2}$ ¢, effective July 1, 1960. Applicable to qualified nonprofit, religious, educational, scientific, philanthropic, agricultural, labor, veteran, or fraternal organizations and associations—*except* that the minimum charge per piece will be half the regular minimum charge. Weight limit increased from 8 ounces up to, but not including 16 ounces. The first increase will not affect nonprofit groups since their present rate is 1¢ per piece, but the 1960 increase will move their rate up to $1\frac{1}{4}$ ¢ per piece.

Fourth-Class Mail

Educational Materials (formerly called Book Rate): increased to 9¢ on the first

pound and 5¢ on each succeeding pound. The following materials, when in parcels not exceeding seventy pounds in weight, may be sent at this rate (underlined are the materials added by the new act): (1) books permanently bound for preservation consisting wholly of reading matter or *scholarly bibliography* or reading matter with incidental blank spaces for students' notations and containing no advertising matter other than incidental announcements of books; (2) sixteen-millimeter films and sixteen-millimeter film catalogs, except when sent to commercial theaters; (3) printed music whether in bound form or in sheet form; (4) *printed objective test materials and accessories there-to used by, or in behalf of, educational institutions in testing of ability, aptitude, achievements, interests, and other mental and personal qualities with or without answers, test scores, or identifying information recorded thereon in writing or by mark; (5) phonograph recordings; and (6) manuscripts for books, periodical articles, and music.*

Library Materials (formerly called Library Book Rate): The present rate of 4¢ for the first pound and 1¢ for each additional pound or fraction is maintained and eligibility includes these categories: (1) books consisting wholly of reading matter or *scholarly bibliography* or reading matter with incidental blank spaces for students' notations and containing no advertising matter other than the incidental announcements of books; (2) printed music, whether in bound form or in sheet form; (3) *bound volumes of academic theses in typewritten or other duplicated form and bound volumes of periodicals; (4) phonograph recordings; and (5) other library materials in printed, duplicated, or photographic form or in the form of unpublished manuscripts.*

This rate may also apply to sixteen-millimeter films, filmstrips, transparencies for projection, and slides, microfilms, sound recordings, and catalogs of such materials, when sent in parcels not exceeding seventy pounds in weight to or from (1) schools, colleges, or universities and (2) public libraries, religious, educational, scientific, philanthropic, agricultural, labor, veterans, or fraternal organizations or associations, not organized for profit and none of the net income of which inures to the benefit

of any private stockholder or individual.

This rate is extended to include such mail for schools, colleges, and universities in addition to the libraries and nonprofit associations now eligible.

The library materials rate is extended to all delivery zones.

Permit Requirement

Shipments under the library materials rate may be made without securing a special authorization. The postal manual has been revised so as not to require a permit for the acceptance for such mailings of nonprofit organizations.

There is some ambiguity in the new postal law regarding the minimum weight limit for books. We understand that the Post Office Department will permit such packages weighing less than 16 ounces to be sent at the first pound rate under the book and library book rates (9¢ and 4¢ respectively). If any difficulties are encountered on this point with individual post offices, the local postmaster should be requested to secure an official ruling on the question from the Post Office Department in Washington. We understand that such rulings will be as outlined above.

Books for the Blind

The free mailing privileges for books for the blind are extended to such mail sent without charge by individuals as well as libraries and organizations.

International Book Rates

On August 25, the Post Office Department announced that the proposed increases in international book post rates which would have raised the book rate to Latin America by 50 per cent and to the rest of the world by 33½ per cent "are postponed until further notice." ALA, USIA, NEA, and many other groups protested to the Postmaster General that these radical increases would constitute a bar to the free flow of information among nations and to the fostering of a climate of international understanding. A revised proposal is now under consideration by the Post Office Department.

OTHER BILLS INTRODUCED

Educational Television

On May 29, the Senate by voice vote passed *S.2119*, introduced by Senator Warren G. Magnuson (D., Wash.) to authorize Federal grants-in-aid to the states for construction of educational TV facilities. Funds would be available upon application to the U.S. Commissioner of Education and would be granted for facilities operated under the control of a state education agency, a non-profit organization intending to engage in educational TV broadcasting, a state educational TV commission, or a state college or university. No amount of funds was fixed in the Senate bill, but a limitation of \$1 million to agencies within any one state was imposed. The bill was approved by the House Interstate and Foreign Commerce Committee but was not approved by the Rules Committee for House floor action.

Depository Library Law

A final hearing on the bill to revise the depository library law was held in Washington on June 19. Testifying in support of the bill for ALA were Benjamin Powell, librarian, Duke University, and chairman of ALA's Public Documents Committee; Roger McDonough, director, New Jersey State Library; and Jerome Wilcox, librarian, City College, New York City. Arthur H. Parsons, Jr., director, Enoch Pratt Free Library, was unable to be present but submitted a statement which made a part of the printed hearings.

On June 25, Representative Wayne Hays (D., Ohio) introduced a revised bill, *H.R. 13140*. This bill passed the House of Representatives without amendment on July 21 and was referred to the Senate Rules and Administration Committee. The Committee agreed they favored the general purposes and objectives of the measure but felt hearings should be held. Since no time was available prior to adjournment no further action was taken. It is anticipated a similar bill will be introduced early in the 86th Congress.

The principal new provisions of the bill are as follows:

(1) Each component of the Federal government shall furnish the Superintendent

of Documents a list of its publications, except those "required for official use or those required for strictly administrative or operational purposes which have no public interest or educational value and publications classified for reasons of national security," which it issues outside the Government Printing Office.

(2) These publications will be listed by the Superintendent of Documents and distributed by him to such depository libraries as select them.

(3) Additional depository libraries may be designated. The provision "that a total of not more than two such libraries, other than those specifically designated by law . . . may be designated within each area" would permit 515 new depositories to be created.

(4) Before a new depository library can be designated within a Congressional district, the head of that library shall furnish his Representative with justification of the necessity for the designation, and this shall be signed by the head of each existing depository library within the district and by the head of the library authority of the state in which the depository is to be established.

(5) As many as two regional depository libraries may be designated in each state, territory, and commonwealth. Such depositories shall agree to receive and retain at least one copy of all government publications, either in printed or microfacsimile form, and within the region served shall make its documents freely available on interlibrary loan and for reference service.

(6) Only regional depository libraries must retain documents permanently. The other depositories may dispose of government publications after five years.

The language of the revised bill also requires the Government Printing Office to pay the cost of mailing publications sent to depository libraries.

College Housing Loans

An amendment to the Housing Act authorizes increased funds for college housing and authorizes long-term Federal loans at low interest rates for the construction of new, or the rehabilitation of existing, class-

rooms, laboratories, and academic facilities. ALA presented testimony in support of this new title in the assumption that the term "academic facilities" includes libraries. *S.4035*, a general housing bill, passed the Senate but failed by 6 votes in the House. The legislation was called up on suspension of the rules, which requires a favorable vote of two-thirds of those voting.

Public Community Junior College Construction Bill

Representative Ullman of Oregon introduced *H.R.12232*, a bill to establish a five-year program of Federal grants-in-aid to the states for the construction, expansion, and remodeling of public community junior colleges. This bill was not reported out by the House Education and Labor Committee.

Each of the measures listed above must be

re-introduced and again pass the scrutiny of the appropriate committees, if it is to be enacted by the 86th Congress which will convene next January 7.

Progress Report on Science Programs

A subcommittee of the Senate Committee on Government Operations has issued a *Progress Report on Science Programs of the Federal Government*, Senate Report No. 2498, 85th Congress, 2nd Session. This report provides a valuable summary of legislative and administrative actions taken on science programs during the current year.

The report is for sale by the Superintendent of Documents, Government Printing Office, for 25¢ a copy, but a limited number of free copies is available to libraries and other institutions from the Committee on Government Operations, Room 249, Senate Office Building, Washington 25, D.C.

Conference of Eastern College Librarians

Scheduled for November 29

The 44th Annual Conference of Eastern College Librarians will meet at 10:00 a.m. on Saturday, November 29, 1958, in the Harkness Academic Theater, Butler Library, Columbia University, New York.

The morning session is to be devoted to a panel discussion on "The Truth about Cooperation among Libraries." Verner W. Clapp, president, Council on Library Resources, Inc., is the moderator and the panelists are Eileen Thornton, librarian, Oberlin College; Ralph T. Esterquest, librarian, Schools of Medicine and Public Health, Harvard University; Helmer L. Webb, librarian, Union College; and Donald T. Smith, administrative assistant to the director of libraries, Boston University. Miss Thornton and Mr. Esterquest have agreed to take the "negative" side of the topic and Mr. Webb and Mr. Smith will support the "positive" view.

Miss Lucile M. Morsch, deputy chief assistant to the Librarian of Congress, will be chairman of the afternoon session, which will be concerned with "Books in Support of an Academic Program." Donald G. Wing, associate librarian, Yale University and Dan Lacy, managing director, American Book Publishers Council, Inc., will be the speakers.

Correspondence concerning the conference should be addressed to Henry Birnbaum, chairman, Program Committee, Conference of Eastern College Librarians, Brooklyn College Library, Brooklyn 10, New York. No advance registration is necessary.

Review Articles

American Libraries: A German View

Zur Praxis der Wissenschaftlichen Bibliotheken in den USA (Wiesbaden: Harrassowitz, 1956; Beiträge zum Buch- und Bibliothekswesen ed. by Carl Wehmer, Bd. 5) 222p.

The volume under review contains six contributions on American university and research libraries by prominent German librarians who visited the United States after the end of World War II. Each of the contributors deals with one or more aspects of the subject. The editor of the series, Carl Wehmer, states in a postscript that the volume makes no claim at comprehensiveness, but merely intends to bring together in one volume a series of observations and ideas that may prove useful to German librarians in the solution of practical library problems. Since the contributions are unrevised and unedited, some subjects are discussed more than once; this duplication, however, is not serious or objectionable.

In a brief preface, Gustav Hofmann dedicates the volume to his colleagues in American scholarly libraries in recognition of the hospitality which German librarians received in the United States during the decade following the war. The volume deserves the careful attention of American librarians. Despite its modest claims, it is typical of German scholarly thoroughness; and some of the contributions, notably those by Gerhard Liebers and Walter Bauhuis, may be worth translating to make them more widely accessible.

(1) Fritz Redenbacher discusses the nature of the library profession and basic issues in education for librarianship in the United States. His treatment of these subjects is well documented and perceptive; it will give librarians outside the United States a reliable conception of some of the major problems and difficulties troubling American librarians in their striving toward recognition as a profession. German librarians are characterized as more intensively book-

centered, and American librarians as more strongly service-centered. The American interest in mechanization is viewed sympathetically. The staffing of American academic libraries is shown to be fundamentally different from the German tradition, especially in the relatively smaller number of highly trained bibliographic subject specialists employed in book selection work. He is critical of the heavy use of part-time student assistants. In his attempt to characterize the personality of the American librarian, the author attributes a somewhat exaggerated importance to the methods and findings of Alice I. Bryan's *The Public Librarian* (Columbia, 1952). He goes deeply into the questions of intellectual freedom, the shortage of librarians, recruiting, salaries, library training, and the curricula of library schools. Especially illuminating is his analysis of controversies as to whether library schools should emphasize the practical or the theoretical as well as how to define these two terms. Redenbacher leaves no doubt about his conviction that librarianship is a profession, not only because of a recognized code of professional ethics and the existence of basic principles underlying library practice, but also because of a consciousness of common purpose and a strong bond among librarians all over the globe as well as a recognition that the practical, technical, and fundamental problems facing libraries are similar everywhere.

(2) Liebers supplies a thorough and comprehensive illustrated survey of recent trends in American library buildings. No important aspect of the subject is omitted in his well-organized treatment. It is doubtful whether any American librarian has read and digested as much of the extensive literature on academic as well as public library buildings as Liebers obviously has. He describes the new American style in terms of (a) an effort to bring books and readers together, (b) the breaking up of reading areas into the divisional system, (c) the modular system, (d) flexibility, and (e) exterior architecture. He sympathetically philosophizes on the new style as a humanizing effort to counteract the overemphasis on technologi-

cal perfection and efficiency with which the United States is often (perhaps unjustifiedly) identified in the minds of Europeans. Although approving what American librarians have achieved, Liebers warns his European colleagues not to copy blindly the American style, but instead to analyze the framework within which European libraries operate and to find new solutions appropriate for their special requirements.

(3) Bauhuis gives an exemplary scholarly account of problems and developments in acquisition, cataloging, and storage, buttressed with 324 bibliographic footnotes and occasional references to personal observations. Among the subjects covered are the problems arising from the division of work into professional and non-professional categories, exchanges of publications, acquisitions policy, the Farmington Plan, participation of the faculty in book selection, the dictionary catalog versus the classified catalog, code revision, cooperative cataloging, union catalogs, open versus closed stacks, and storage libraries. More so than the other contributors to this volume, Bauhuis is at times critical (although always politely so) of American practices; e.g., he favors closed stacks and seems to agree with those who feel that the demand for delivery of a book from the stacks in less than twenty-four hours after a book has been requested is unreasonable. Although Bauhuis's account is largely accurate, a few of his observations and interpretations are open to question or call for slight correction. For example, he alleges that American university presidents are concerned about a presumed shortage of highly qualified librarians to fill university library directorships (p. 90); or he implies that use of statistical studies of the frequency of references to scholarly periodicals as a basis for the selection of such periodicals for libraries reflects a lack of self-confidence on the part of librarians in the realm of scholarship (p. 102); or he takes the increase in the number of library schools offering the Ph.D. degree as evidence of a disinclination to use highly trained subject specialists as selection officers in academic libraries (p. 106). These disagreements with Bauhuis's account, however, are minor and do not detract from the overall high quality of his achievement in draw-

ing for German librarians a realistic picture of major trends and controversies in technical services of American libraries. German librarians, he feels, can profit greatly from a study of how Americans have been trying to solve their library problems, for sooner or later German libraries will be faced with the same problems.

(4) Gisela von Busse describes and penetratingly analyzes three cooperative projects in the field of acquisitions: (a) With reference to the Cooperative Acquisitions Project for Wartime Publications, she points out that projects of this sort require that a participating library assume service obligations beyond the confines of its own clientele, and that the materials be acquired according to a sharply defined selection policy; some dissatisfaction resulted in the United States from a failure to observe these two principles. (b) The Documents Expediting Project flourished, according to von Busse, because it did not limit itself to distribution of government publications, but shifted its emphasis to the active hunting after important hidden or out-of-the-way publications and their acquisition and because it did allow for careful selection by participating libraries. (c) The Farmington Plan, which in its fundamentals is similar to the German cooperative acquisitions plan characterized by so-called *Sondersammelgebiete*, is described by von Busse as a model to demonstrate how librarians can attack and solve a problem posed by the world of scholarship; the Plan required the subordination of the self-interests of individual research libraries to a common national interest. In her critique she emphasizes the importance of careful selection of publications and warns against the striving for completeness of coverage because of the intolerable burden it imposes upon participating libraries. She also raises the interesting question as to whether the principle of national self-sufficiency (autarky) in the collecting of books is defensible in a time of peace. Should not libraries help each other irrespective of national boundaries? If a given title cannot be located in an American library, why not try to rely on a system of international interlibrary loans? To these questions, von Busse's answer is that Americans perhaps do not wish to make

undue demands upon the libraries of foreign countries, and that an effort toward American bibliographic self-sufficiency may be justified in view of the size of the United States and her distance from European libraries.

(5) Richard Mummendey's description of public service aspects of American research libraries is based more on personal impressions gained during his visits to numerous libraries than upon a comprehensive study of the literature. His treatment is, therefore, somewhat unbalanced (e.g., he devotes too much space to circulation and interlibrary loan routines) and contains a few minor slips (e.g., he states [p. 179] that the University of Chicago has a professional library staff of 300, whereas the actual figure reported for 1955/56 was 120) and some omissions (e.g., it includes no discussion of reference service or the subject divisional system; and his treatment of the branch library problem is too sketchy). Nevertheless his contribution is not unacceptable. He covers service to undergraduates, reserves, open shelves, circulation routines, departmental libraries, regulations for off-campus users, hours, interlibrary loans, and cooperative storage libraries. He identifies aspects of American libraries that differ from their German counterparts: e.g., American libraries have to take care of the needs of undergraduates, some allow students access to the stacks, their loan periods are shorter, the connection between departmental and the general library of a university is closer, staff working hours are shorter but library hours longer, etc.

Although the account may lack comprehensiveness and critical sharpness, it has the virtue of being a little more vivid in style and somewhat less ponderous than some of the other accounts. From the point of view of immediate reforms called for in German libraries, it may well contain more useful information than other chapters in this volume.

(6) In the final chapter of the volume, Martin Cremer presents a succinct history of the development of the Library of Congress into a national library. This account is solidly factual and calls for no detailed critique.

The volume, which is well printed, but

issued without hard-cover binding, comes equipped with a compact subject index prepared by Walter Bauhuis, one of the contributors.

It is evident throughout that the visiting librarians from Germany have been profoundly impressed by what they saw in American libraries even though they have been critical of certain developments that run counter to their tradition. As series-editor Carl Wehner points out, no German librarian believes any longer that he can ignore the contributions of American librarianship in efforts at analyzing and solving professional library problems in Germany; in this connection, he says, superficial enthusiasm as well as superficial disdain are out of place. A knowledge of the facts is the first necessary step in deriving profit from the experience of American libraries. This commendable volume paves the way for the acquisition of such knowledge.—Robert H. Muller, University of Michigan Library.

University of Tennessee Library Lectures

University of Tennessee Library Lectures, Numbers Seven, Eight, and Nine, 1955-57.
Edited by John H. Dobson. Knoxville: The University of Tennessee, 1957. 62 pp.

Each spring the University of Tennessee Library invites an outstanding librarian or teacher to give the annual University of Tennessee Library Lecture. These are published in groups of three lectures to a volume. Previous lecturers in the series have been Maurice Tauber, Louis R. Wilson, John Burchard, Robert Downs, Lester Asheim, and Lawrence Clark Powell, speaking either on the subject of the library in education or about the problems facing university and research libraries. In a series of this kind, through which the University of Tennessee Library may be considered to have joined the libraries of the University of Illinois and the University of Pennsylvania in instituting annual library lectures of a high standard, it would be expected that the lectures be general in appeal (with a

corresponding lack of novel information and ideas) and that the lectures be distinguished in their chosen field. The University of Tennessee Library Lectures conform to this pattern.

The lecture for 1955 is entitled "Liberal Education, Specialization, and Librarianship," by Jack Dalton, then librarian of the Alderman Library, University of Virginia. It is a brief, but well stated, argument for the important role of the librarian in lending assistance to a highly specialized society by helping its members to acquire a necessary but neglected liberal arts background.

Dalton proposes that the library assume responsibility, not only for assembling and preserving great books, but also for encouraging among intelligent specialists the reading of the world's notable statements, documents in which man's profoundest thought is recorded. There is no question here of the importance of specialization. Modern society depends on it. But the library can fill a vital role in correcting the faults of this necessary specialization by fostering the reading of great books among those specialists who have already an appreciation of the need for a liberal background but who have not taken time or opportunity to acquire it.

The eighth lecture, "The Research Library in Transition," was given by Herman H. Fussler in April, 1956. In order to examine the present state and future prospects of the research library, he brings together and summarizes many diverse facts and observations about libraries of this class. The skillful assembling of these facts indicates a broad acquaintance by the author with the literature of the research library. Even more impressive is the careful evaluation and analysis of these facts, demonstrating his wide experience in research libraries and the reflection he has given to their problems. In my opinion, this is the most thoughtful and perceptive analysis of the research library that has yet been published.

The basic problem of the research library is its rapid growth, a recent phenomenon brought in the train of the current preoccupation of the university with research and the extension of research into all areas of everyday life. But in a characteristically shrewd observation, Fussler notes that

"growth, *per se*, is not in itself alarming; it becomes alarming only as it may create intellectual difficulties in relation to use, and space or financial demands that are beyond the reasonable capacities of the library's parent institution." The approaches thus far suggested to the problems of growth may be reduced to four: (1) the curtailment of publishing which Fussler dismisses as an impotent approach, (2) a more selective collection of materials, (3) more compact storage, and (4) interlibrary cooperation. In spite of a lack of general agreement on what particular material may be discarded from the research library, greater selectivity of research materials would seem to be possible in some areas. Compact storage and the reduction of materials to the form of microfilm and microcards, already used in limited measure, have not yet been developed to a point where these means offer anything like a general solution. Two types of interlibrary cooperation have been tried: the regional center for the infrequently used books from several libraries in the same region, and subject specialization by which the several cooperating libraries each assume responsibility for separate subject fields. Both types present difficulties which will be resolved only as we obtain much additional information about the nature of printed information and about the manner in which the scholar seeks and uses information. Some objective studies have already been made in these directions, and the tentative conclusions indicate the great importance of this kind of study.

While any predictions about the future development of research libraries must be highly speculative, and the modesty of the author forbids his making any claim of special insight, nevertheless the picture drawn by Fussler of the future research library seems to be based on sound interpretation of the information already at hand. It is reasonable to assume that bibliographies of all kinds will play an increasingly important role in the library of the future. The dependence on more adequate bibliographies than we have known until recently (*e.g.*, the National Union Catalog and the proposed subject index to the National Union Catalog) will allow libraries to satisfy readers' needs with a smaller proportion of the universe of print

available in their own collection than is now believed necessary, to be less dependent on expensive shelf arrangement of books based on subject classification, and to require less local cataloging. There will have to be greater selectivity both in the acquisition and preservation of material. Finally, in spite of the glibness with which uninformed prophets are wont to solve all library problems through the development of electronic "brains," still several of the devices and techniques already developed are certain to have great effect on research library organization.

In this logically constructed and thoughtful essay on the research library and its future, it seems that one matter has not received adequate consideration; the distinction (if it exists) between the ways in which scholars in different disciplines must use books in their research. Admittedly this is one of the areas in which considerably more study is needed. In fact, I know of no objective study on precisely this point. But until we have more information about research use of books, we cannot rule out the possibility that the nature of discovery in the various humanistic and social disciplines requires that the scholar and all of the books which might conceivably have any bearing on his study be brought together. In these areas there are at least certain types of inquiry which require the examination or browsing among so many hundreds of articles, books, documents, and other writings in widely diverse subject fields, that physical removal of the infrequently used materials from the scholar may effectively stifle his creativity, no matter how great a corpus of bibliographies he has at hand. If this should be true, it is evident that regional storage of materials in these subject areas would not be feasible. While Fussler acknowledges that removal of infrequently used material must proceed with caution until we know more about scholars' needs and that interlibrary cooperation depends on the scholar's ability to establish probable relevancy of material to his study through use of bibliographies and similar lists. Still it seems that a distinction in the use of material by scholars in various disciplines, or at least in different types of research, might be made, and that cooperative storage

plans might be based on this distinction.

Robert Vosper with characteristic facetiousness, called the ninth lecture "A Rare Book Is a Rare Book." Its thesis is that since 1938 librarians have increasingly recognized the importance of rare books to scholarship, not simply for their text, which can be provided equally well in reprints, but also for their appearance, design, errors, and other qualities which are not reproduced in reprints. Since this time, librarians have also exhibited increasing willingness to provide the care and special treatment which rare books require and thus have exculpated themselves from the earlier merited denunciation by Randolph Adams of "librarians as enemies of books." The line between the pre-1938 attitude of librarians and scholars toward rare books and the current recognition of their value in the university program is not as clear and marked as it is drawn by Vosper, although no one can deny that there has certainly been a change of attitude from that commonly held in the 1920's. To me it seems fairly clear that Pierce Butler in 1931, in his condemnation of "the cult of rarities" and of "bibliophilia," was referring to the collection of the kind of books we now call "collectors' items," meaning books that are expensive by reason of points important only to the collector or to the antique dealer, not to the scholar or student. It is also possible that Arlt and Lund were referring only to purchases of this kind, in complaining about the use of the library budget for this purpose. Vosper admits these "difficulties in the definition of terms" in order to explain several recent denials by scholars of the importance of rare books to scholarship. Recognition should also be made that Arlt and Lund were undoubtedly influenced in their views by the general scarcity of library book funds in the 1930's and could hardly be expected to have the liberal attitude toward expensive acquisitions which could be enjoyed in 1957.

In our fear of becoming engulfed by the rapidly rising flood of print, not even the most reactionary library administrator could ask for the discontinuance of this publication. Rather we can only regret that these lectures cannot be published soon after each has been delivered. It is unfortunate that administrators and others interested in the

research library should have to wait two years to read Fussler's excellent paper.—*Roland E. Stevens, Ohio State University Libraries.*

The Great EB

The Great EB; the Story of the Encyclopaedia Britannica. By Herman Kogan. (Chicago: University of Chicago Press [1958], 339p. \$4.95.

When John Lehmann, in *The Whispering Gallery*, writes briefly of his great-grandfather and the firm which launched *Chambers's Encyclopaedia*, readers for whom reference books are stock-in-trade may well wish for a fuller account. Upon reflection, however, one realizes that the history of an encyclopedia is perhaps less suited to Mr. Lehmann's literary style and talents than to more journalistic abilities such as are exhibited in Herman Kogan's *The Great EB*. That is not to depreciate Mr. Kogan's abilities, for they are considerable. In this story of the *Encyclopaedia Britannica* he presents a colorful and highly readable narrative of the birth and development of one of our great reference tools.

With a liberal sprinkling of anecdotes and interesting sidelights, Kogan traces the progress of the Britannica from its Edinburgh beginnings and the labors of William Smellie to its present big-business status with editors employing the mechanical assistance of "the Robot." He tells of the men who guided the encyclopedia's destinies; of the financial crises which so often attended a change of ownership; and of the EB's affiliation with the London *Times*, with Cambridge University, with Sears, Roebuck and Company, and with the University of Chicago. He has contrived to make the account move smoothly and rapidly from edition to edition, relating the growth of the enterprise to the events of the times, and suggesting the changes and advances which influenced that growth.

The whole is spiced with names of famous contributors and quotations from their articles and correspondence; with excerpts from reviews of and contemporary comments on the various editions. If there are moments when the reader feels unduly

"quoted at," he should remember that the opportunities for quotation must have been boundless: Mr. Kogan has undoubtedly exercised admirable restraint.

Only in the final chapter, "The Modern EB: How It Is Sold," does the reader's interest flag. Since sales methods and promotions figure prominently in the narrative, it is altogether appropriate that modern methods, too, be considered. It is unfortunate, however, that this last chapter is padded out with banal sales stories and bits of company lore, proving an anticlimax to an otherwise absorbing history.

The work includes a bibliography which lists books, magazine and newspaper references, as well as unpublished master's essays. Regrettably, a single explanatory note in the bibliography is made to suffice for all editions and subsidiary publications of the *Encyclopaedia Britannica*. Thus, for the work under consideration we are denied immediate access to dates and other bibliographical details—information not readily gleaned from an indexed text. A full bibliographic listing (or a tabular summary) of all the editions and subsidiaries of the *Britannica* would have been a very desirable and valuable addition to the book.—*Eugene P. Sheehy, Columbia University Libraries.*

Information Indexing and Subject Cataloging

Information Indexing and Subject Cataloging: Alphabetical: Classified: Coordinate: Mechanical. By John Metcalfe. New York: Scarecrow Press, 1957. 338p. \$6.75.

"It is not easy for writer or reader to disentangle the entanglements of indexing with false science, vain philosophy and misused or unnecessary logic, and doing so makes for controversy and criticism, of the locusts who have eaten the years. But for them these studies would hardly have been needed . . . and indexing and its students would be better off if there were few if any other authorities accepted now, besides Dewey and Cutter of 1876, and Kaiser and Hulme of 1911. But others are accepted as authorities, and with their panaceas, conflicting metaphysics, inconsistent jargons,

different logics and competing followers, they must be got into our systems, or out of them. Here is an attempt to reconcile what is reconcilable, to reason what is reasonable, to reject what is not."

The author of this volume, John Metcalfe, has been Principal Librarian of the Public Library of New South Wales since 1942 and is one of Australia's library leaders, currently president of the Library Association of Australia, and, since 1944, chairman of its Board on Examination. He has sought to accomplish his purpose primarily through a careful study of the principal writings on providing subject access to information from Crestadore's *Art of Making Catalogues* (1856) to the memoranda of Great Britain's Classification Research Group (1955 and 1956).

Metcalfe says that the fundamental questions which he raises and "in some way" answers are these: (1) Are classifying and indexing done for "subjects" or for "information on subjects"? (2) What are the differences between the "simple" subjects identified by names or by classification numbers and the "complex" subjects or concepts or subject relations of some documents? (3) What is the difference between subject specification and subject qualification? (4) What are the differences between the classification of literature for its generic survey and the indication of literature for specific reference? (5) Which of these methods of subject control is the more useful? (6) Do general classification systems offer practicable or possible organization either for general or for special subject bibliography? (7) What is the potential universal bibliography? and (8) Can centralized cataloging serve for differing purposes or methods of indexing, i.e., for both the classified and the alphabetic-specific catalog? The answers to these questions are important determinants of the purposes of information indexing and therefore of the methods chosen to achieve them.

Whether Metcalfe has reconciled the reconcilable, reasoned the reasonable, or even answered in some way his fundamental questions is a moot point. He has examined at length and in a variety of contexts and relationships the questions he raises. He has devoted considerable discussion to the ma-

jer extant classification schemes and their authors or advocates; he has considered the structure and content of general subject heading lists (ALA, Sears, LC), and he has given attention to such matters as indexing for special purposes, chain indexing, synthetic classification, mechanical selection, and coordinate indexing. In all of these except in systems built upon alphabetical specific entry he finds little of use for achieving the real purpose of information indexing which is the *indication* of information, not its *communication*, as he perceives it. Indeed, he shows little patience with classification as a method of information indexing at all since, in his view, it is only really effective in providing for literature survey and not for literature specification. And such generic survey, he opines, is a much lesser need than the need for specific reference.

From his inquiry he does offer some conclusions which can only be suggested here in their most general terms. Much confusion in our thinking about purposes and methods of subject analysis have arisen because we continue to mix up the classing and indexing of *subjects* with the classing and indexing of *information* on subjects or some aspect of these subjects, and because we have not distinguished clearly between the naming of the subject, information about which we are indexing (*subject specification*), and the expression of some property or qualification of a subject which is not a species or kind of that subject but about which there may be information to be indexed or classified, such as its history (*subject qualification*). Since it is not a legitimate purpose of indexing to communicate information but only to indicate it, our contemporary concern with finding ways to express the complex subjects and subject relationships to be found in literature is not only unnecessary and confusing; it is futile. Simple or complex subjects can always be named; the expression of these names may be accordingly simple or complex. And he returns frequently to a favorite thesis, that we have reached our present confused state in thinking about and practice in indexing and classification because we have not understood clearly what Dewey, Cutter, Kaiser, and Hulme said, and the systems we have

built upon these bases reflect the imperfections in our understanding. Universal bibliography is an impossibility and therefore an unrealistic goal, and there is no satisfactory or economical method by which centralized cataloging can be made to serve simultaneously for the construction of a classified subject catalog and an alphabetic one.

The author's observations and criticisms are interesting, frequently provocative, often devastating, and occasionally polemical, and his opinions are original. But what he writes is essentially his own interpretation of what others have written or said—or meant to say or write. He offers no objective evidence or studies to support his opinions and interpretations, and the examples he chooses to justify or emphasize his conclusions are usually isolated or quite specific and not necessarily characteristic of the whole system from which they have been extracted.¹

This reviewer is sympathetic to Metcalfe's objective in seeking clarity and simplicity in the increasing obscurity of writing on "information retrieval" and is attracted by the relative simplicity of Metcalfe's conclusions, especially since Metcalfe holds easy effective use to be the ultimate criterion in judging any method for information indexing. But he is skeptical of these conclusions because Metcalfe is guilty of the same sin of which he accuses others. His book is not clear, and not being clear, difficult to evaluate for what it is.

This is a most difficult book to read. The author's sentences are involved and complex and the resulting style is complicated further by vagaries in punctuation and an aversion for the comma. His words and his sense are marred by his vacillation between the serious and the comic, the formal and the flip, and by his fondness for metaphor and quotation—"the years the locusts have eaten," "Hope springs eternal, and forever finds new springs." The language he uses to dispose of those with whose ideas he does not agree is often intemperate and more appropriate for a political campaign in which an opponent's record must be discredited and his intelligence disparaged than it is for the deliberative serious discussion which Metcalfe's objectives presume. And the organization of the whole book, in which each paragraph is numbered and cross

reference to and from in the text is made by paragraph number, leads to frustration for the reader, who must, if he is to understand, check each such reference to discover to what discussion precisely a paragraph number refers. ("What Jevons meant or did not mean is discussed in 1059-62, and Shera in 409-10, 415, 429, and 1041-4.") The material, therefore, seems poorly organized, for the whole of any particular criticism can be pieced together only by joining the numbered paragraphs which may be scattered throughout the ten chapters of the text. That these numbers have been used "for reference purposes so that the book's organization and apparatus could be completed before its printing and final paging in a place far away from its writing" is small consolation and inadequate justification for a method which interferes with communication of the author's ideas. The index, incidentally, is to paragraph numbers rather than pages.

Even the author's method of documentation is unusual. A "reference list" gives, by paragraph numbers, the citations to support, clarify, or explain the contents of those paragraphs. But these citations are to an author's surname, the number assigned to the particular work of that author in a separate "literature list" of 114 items, and the pages referred to within that work. This machinery does accomplish the purposes of documentation, but it does so in a curiously indirect way and adds further to the reader's difficulty in comprehending and evaluating the work.

Composition of the text was done by typewriter using a book-face type, and the printing, presumably, by photolithography. The margins are unjustified, the spacing regular and unvaried, the proofreading imperfect, and the pages unrelieved by any variation in typography, spacing, or distribution of black and white. Unquestionably the book was produced economically, but it is monotonous and ugly in appearance. And monotony and ugliness are also deterrents to understanding.

This is too bad, for the author has some interesting points to make, and he deserves to have them well-understood and fairly evaluated. In his introduction he says that "the reader must be joint author of what-

ever he really understands." So he must—for any book. But for this one, the author and the publisher have so conspired to impose added burdens on what, in this context, is normal joint authorship that few readers are likely to make the attempt—or to survive it successfully if they do.—*Carlyle J. Frahey, School of Library Science, University of North Carolina.*

Early English Serials

Serial Publication in England before 1750.
By R. M. Wiles. Cambridge: University Press, 1957. 391p. 52s.6d.

This work has special value for librarians (for whom it was originally intended "as a mildly interesting note") and also for the literary historian who will discover it to be a treatise on an important phase of English literary history which had not hitherto been fully explored. In a very real and significant sense, however, it is a notable contribution to the history of adult education; in fact, the author, who is professor of English at McMaster University, believes that the chief value of his book is as an account of a previously unrecognized stimulus to increased literacy among the English middle and lower classes in the seventeenth and eighteenth centuries.

The text is complemented by a "Short-title Catalogue of Books Published in Fasiculæ before 1750." Over three hundred titles on almost every conceivable subject are listed in this bibliography which should be invaluable to the rare book librarian. So profitable in general were these weekly or monthly inexpensive parts that serial publication of books became competitive big business, the story of which is traced from

1678 to 1750. Only a score of titles were published in this manner prior to 1725; the boom really began in 1732; and after 1750 Professor Wiles contents himself with a number of highspots such as the success enjoyed by Smollett, Thackeray, and Dickens.

The parallel with today's pocketbooks does not escape Professor Wiles's attention. He points out that nowadays quite ordinary people are able and willing to buy excellent books, reasonably well printed, at lower prices than are charged for a haircut, a good meal, or the movies; just as two centuries ago the books in parts were sold principally to those who did not make up the "polite" world.

For a bibliographical study the book is unusually well written; at times it even makes entertaining reading—witness the chapter heading "The Law and the Profits." It covers all aspects of this type of serial publication: historical, bibliographical, printly significant is that this mode of publicizing, promotion, and distribution. The conclusion summarizes the author's philosophy: "What makes the issuing of fasciculæ realization made it possible and easy for middle- and lower-class Englishmen to buy and read books. That is an admirable habit. It is a habit which not even television and other astounding twentieth-century diversions have been able to break."

With its emphasis on reading habits and methods of publishing, the book is a most welcome addition to the librarian's and the library school student's professional reading. At the same time it will be most useful to the rare book librarian and the bibliographer. It should be in college and university libraries generally.—*Andrew D. Osborn, University of Sydney Library.*

INFORMATION, PLEASE: Professor Roger L. Brooks, Department of English, College of Engineering, University of Colorado, Boulder, wants to locate all extant copies of the following books by Matthew Arnold: *The Strayed Reveller, and Other Poems* (1849), *Empedocles on Etna and Other Poems* (1852), and *Poems* (1853). He would like to know about any inscriptions and the names of previous owners, if available.

John B. Kaiser, School of Library Service, Columbia University, would like to locate the text in which the late Jacques Loeb, eminent biologist, referred to the library as "the essential to discovery." He believes that the comment was made at a library dedication (possibly in New England) prior to April 1926 but within a few years of that date.

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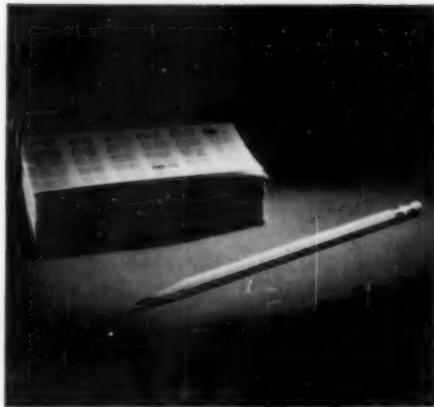
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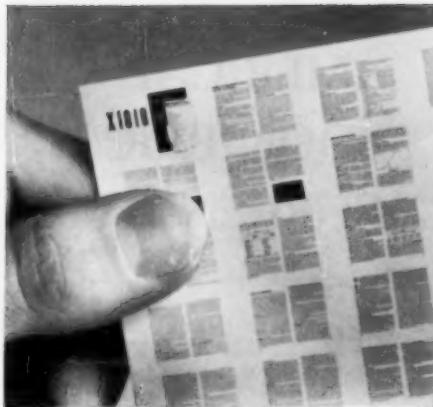
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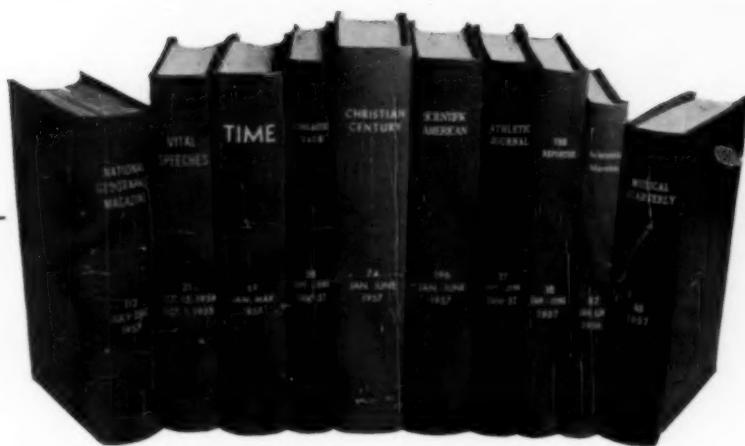
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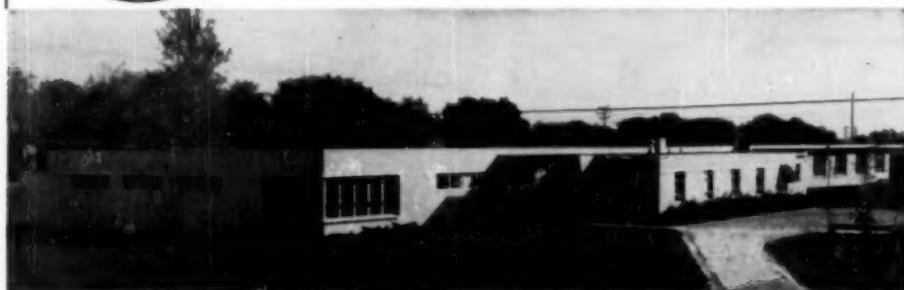


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